

# The BUSINESS EDUCATION world

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# The BUSINESS EDUCATION World

SEPTEMBER, 1939

No. 1

## What Do We Mean by Personality?

LOUIS P. THORPE, Ph.D.

MANY readers no doubt feel that, before we proceed to use the word "personality" to describe various kinds of people, we should define very carefully what we have in mind. Such persons would insist that the exact meaning of new words or terms should be stated before these words are used to describe people or things.

In a general way this plan is certainly a good one. But in the case of personality matters we doubt whether it is desirable or even possible. As we shall see, the word personality means different things to different people.

Some of its meanings are mysterious, some are popular, and others are technical. Furthermore, the definitions that some writers attempt to give the personality idea are decidedly complex.

For the reasons just mentioned, as well as for others that could be stated, we have thought it best not to endeavor to compress the meaning of personality into the limited mold of a narrow definition. For the benefit of the reader, we prefer to describe briefly what various authorities in the matter have in mind when they speak of personality and its development. We shall also endeavor to provide a clear word picture of the more important notions that psychologists have of the nature of personality. By

describing the different qualities or abilities that these men associate with good personality, we can provide the business-education student with a better idea of what is meant by such an expression than could be given in a short definition.

### *Personality Different from Intelligence*

In the judgment of most authorities, personality is, first of all, considered to be something quite different from intelligence. The reason that, whereas intelligence has reference to ability to learn and to use what has been learned in solving

life's problems, personality should be thought of as the ability to get along with people and to be effective in dealing with them. Although in a broad sense intelligence is a necessary part of a desirable personality, this distinction is probably warranted. At any rate it is known that many people who make high scores on intelligence tests are not very successful in practical business life, because they lack the ability to deal effectively with people. We can see, thus, that good personality, as we are going to describe it, is just as important a mental capacity (possibly more important) in making an all-round success in life.

Before going on to a discussion of the nature of personality, we should perhaps



LOUIS P. THORPE

mention that those who have made studies of the matter report that people are usually more interested in personality improvement than they are in mental development. This is because these individuals know that their careers and their happiness depend on the skill and sincerity with which they can deal with people.

When asked what psychological knowledge they considered most important, these persons usually headed the list with such statements as "how to improve one's own personality," "understanding one's own personality problems," "how to deal with others effectively," and "how to reason out everyday problems." Many people are also interested in the development of character, in ways of avoiding crime, and in the prevention of nervous disorders and insanity. It is apparent that an understanding of personality and its improvement is the goal of most people.

### No Mystery About Personality

Before the days of scientific study in psychology it was believed that personality was some mysterious inborn quality. It was thought that attractive characteristics were passed on from parents to children in the same biological way that physical traits are inherited. Some people even believed that personality traits came to us as gifts from the gods. On this basis it appeared that a young man or woman who had an attractive personality was just lucky and that one who was denied such a "good break" was merely unfortunate. This is the fatalistic view that makes man the victim of circumstances over which he and his parents apparently have no control.

The trouble with such a hazy notion of personality is that it does not tell us anything about what personality is or how it may be acquired. It leaves us with no clear idea of how human nature operates. Such a view makes personality a mysterious force that man knows nothing about. And, unfortunately, it discourages believers from trying to make a systematic study of the real nature of people.

Of course, psychologists and other scientifically inclined workers do not take stock

♦ **About Dr. Thorpe:** Degrees from Emmanuel Missionary College and Northwestern University. Assistant professor of education, University of Southern California, Los Angeles. Charter member, American Association for Applied Psychology. Author of a recent book, *Psychological Foundations of Personality*, and many articles on educational psychology and mental hygiene; co-author of a personality test. Interested in clinical work with adult personal problems. Formerly: professional musician; principal of private secondary school; clinical psychologist, White Memorial Hospital, Los Angeles.

in the mystery view of personality. They think of personality as being something definite that can be understood and developed. As we shall see, modern educators are also coming to realize that the problems of business relationships cannot be solved on the basis of vague theories of the nature of man. Unfortunately, however, many people have been led to believe in such doctrines. We shall try to show the facts of personal as modern students of human nature see them.

### Social Ability Can Be Acquired

There is a second way of looking at personality that makes it definite and that makes it seem very real to students as well as their teachers. The view that we are presenting is also one that provides a basis for practical programs of personality improvement. We have in mind the view which rates a young person's personality in terms of his or her ability to get along well with people and to make favorable impressions upon them. This is the social ability concept of personality. It describes personality in terms of using one's energy and intelligence in dealing sincerely and successfully with people in business and social relations.

The social-ability description of personality does not stress the vague idea of the inheritance of attractive or weak personal traits. It suggests rather that a good personality is a name for definite skills in dealing with people that we all can learn. This view puts attractive personality on an attainable basis and describes its elements as definite social skills. What these abilities are and how they may be learned will be

the theme of one of the later articles in this series. We are concerned here with getting an understanding of the nature of personality.

To most young people the thought that they can improve themselves and acquire well-liked traits is a happy one. All of us have ambitions to be successful and all of us know that our success is dependent, to a great extent, upon the reception we get from employers and fellow workers. Thus we are naturally inclined to welcome a view of personality that removes its mystery and that suggests the possibility that we can, by earnest effort, develop our social abilities so as to be happily adjusted to the people around us.

Business education students must recognize the fact that people will not admire them just because *they are who they are*. Recognition must be won; it comes from dealing with people intelligently and in a way that makes them feel more worthwhile, happier about their status among their fellows. These facts are a challenge to young people, many of whom have already built excellent personalities by learning how to make themselves attractive to others. The social-effectiveness view of the nature of personality is thus a very hopeful one. It stimulates people to win their way in life by systematically learning the social abilities that guarantee the acceptance that makes for success.

### **Personality a Combination of Definite Traits**

The third way of describing personality differs from the one just presented, mainly in that it is broader and more inclusive. This view of personality regards it as being essentially a combination of definite traits of personal qualities. These traits would include a person's physical appearance, his temperament, his character, his intelligence, his attitudes, his way of solving his problems, as well as his ability to deal successfully with people. Considered from this angle, personality is really a name for the total blend of an individual's traits and ways of responding to life as these are seen and judged by other people.

This approach to the nature of personality takes into account a person's social ability, but it also recognizes the effects that the actions of others have upon him. This is why we say that it is a broad view of the nature of personality. Furthermore, in studying the actions and attitudes of people, this view takes account of their regard for the laws, customs, ideals, and regulations that govern society. It also recognizes a person's attitude toward his family, his friends, his business associates, and his own career. It even considers the extent to which a young man or woman has been able to avoid nervous disorders, criminal tendencies, and the habit of pampering himself.

Although we are going to stress the importance of getting along well with people—the social-effectiveness view of personality—throughout our series of articles, we must recognize the other phases of a good personality that have just been mentioned. We must realize that a young person should, in addition to being efficient socially and mechanically, be happy and adjusted within himself because of the way he lives and tries to do what is best for all concerned.

Thus we shall stress personal qualities, such as ethical attitudes and social ideals, as well as the ability to influence people favorably. In fact, we propose to think of a good personality as being one in which there is a fine balance between good personal qualities and social abilities. As we go on with our discussions, we hope to show that a really good personality is always one that feels secure about its own way of life at the same time it gets recognition from other people because of the way it shares its interests with them.

### **Recommended Readings**

Bogardus, E. S., and Lewis, R. H., *Social Life and Personality*. Silver Burdett, 1938. Chapter 1.

McLean, Donald, *Knowing Yourself and Others*. Henry Holt and Company, 1938. Chapter 3.

Thorpe, Louis P., *Psychological Foundations of Personality*. McGraw-Hill Book Company, 1938. Chapter 1.

Uhl, W. L., and Powers, F. F., *Personal and Social Adjustment*. The Macmillan Company, 1938. Chapter 16.

(Next month, "Personality and Human Nature.")

**R**OBERT N. TARKINGTON has resigned from the position of director of the division of commerce, Hofstra College of

New York University, Hempstead, New York, to join the staff of the Gregg Publishing Company as representative for the states of South Carolina, Georgia, and Florida.

Dr. Tarkington graduated from the Northeastern State Teachers College, Tahlequah, Oklahoma, with the degree of A.B. and

from Oklahoma Agricultural and Mechanical College, Stillwater, with the degree of M.S. He took his doctorate in education at New York University. He is a member of Pi Omega Pi, Delta Pi Epsilon, and Phi Delta Kappa.

Dr. Tarkington's broad experience as a classroom teacher and head of the department of commerce in several high schools and teachers' colleges qualifies him eminently for his new duties.

**A**RDEN L. ALLYN has been appointed dean of the College of Business Administration, of Kent State University, Kent, Ohio.

Mr. Allyn organized the College of Business Administration at Kent and has been acting dean for three years. Prior to this he had been director of commercial teacher training at Bliss College, Columbus, Ohio, and a teacher and high school principal at Kenton, Ohio.

Mr. Allyn is a former president of the Ohio State Teachers Association and a member of the present Executive Council of that Association. He is one of the founders of *The High School Teacher*, a professional magazine.

**S.** B. NORCROSS was honored by commercial teachers of Kalamazoo, Michigan, at a dinner meeting held on the occasion of his retirement from the chairmanship of the commercial department of Kalamazoo's Central High School last spring. Mr. and Mrs. Norcross received a radio as a parting gift from appreciative teachers and their many other friends.

"Probably no one has done more for commercial education in Michigan than Mr. Norcross," an educator writes. "He organized



the Central High School commercial department, which now has twelve full-time teachers."

Mr. and Mrs. Norcross plan to visit New York in September and spend the winter on the Pacific Coast.

**O**MAR K. CHRISTIAN, adviser and commercial teacher in Central High School, Kalamazoo, for the past four years, undertook his new duties as chairman of the commercial department in the same school on September 1. He succeeds S. B. Norcross, whose retirement is announced immediately above.

Mr. Christian holds degrees from the Western State Teachers College, Kalamazoo, and from Teachers College, Columbia University. Before his appointment to Central High School, Mr. Christian was principal of the high school at Gobles, Michigan, and later taught for several years in the Kalamazoo Junior High School.

**K**ARL MORRISON, for many years head of the commercial department of West End High School, Birmingham, Alabama, has accepted appointment to the faculty of the University of Mississippi as assistant professor of secretarial studies.

Mr. Morrison holds degrees from Birmingham-Southern College and Northwestern University. He was supervisor of the Alabama State Typewriting Contest in 1936 and president of the Alabama State Department of Commercial Teachers in 1938-39.

**T.** E. DORN, Jr., has been appointed to the faculty of the commercial teacher-training department of the Northwest Missouri State Teachers College at Maryville.



Mr. Dorn was engaged this summer in teaching secretarial practice at the University of Kentucky. He is a graduate of Clemson College, Fort Hill, South Carolina, and also received a degree from Bowling Green College of Commerce, Bowling Green, Kentucky.

Mr. Dorn was head of the commercial department of Beall High School, Frostburg, Maryland, for four years. For the past two years he has held a research fellowship in the College of Commerce of the University of Kentucky, from which he received his master's degree.

# A Momentous Epoch in Shorthand History

JOHN ROBERT GREGG, S.C.D.

**AUTHOR'S NOTE**—Two years ago, at the International Shorthand Congress in London, there were many references to the first International Shorthand Congress held in London. That first Congress was organized mainly to celebrate two events: the Tercentenary of the first modern system of shorthand, that of Timothy Bright, patented in 1588, and the Jubilee of Isaac Pitman's Shorthand, published in 1837.

The Proceedings of that first Congress were published in a handsome book of 548 pages, which is now highly prized by libraries and shorthand collectors.

The Congress in 1937 was the first held in England since the one in 1887. Following the precedent set in 1887, three important events in shorthand history were commemorated: the publication of Timothy Bright's "Characterie" in 1588, the publication of Isaac Pitman's "Stenographic Sound Hand" (later called "Phonography," and still later "Pitman's Shorthand"), and the publication of John Robert Gregg's "Light-Line Phonography" (later called "Gregg's Shorthand," and still later "Gregg Shorthand").

At both Congresses the dates for the celebrations were only approximate, because the International Shorthand Congress meets triennially.

It is interesting to reflect upon the changes that have taken place in the shorthand world since the first International Shorthand Congress was held half a century ago. We had written for our "Story of Shorthand" some chapters about that period in shorthand history just preceding and following the first International Shorthand Congress—and are publishing them now, as the completion of our history has been interrupted from time to time by the extreme pressure of matters of greater urgency.<sup>1</sup>—J. R. G.

## 1

HOWEVER much students of the history of shorthand may differ about shorthand systems, we believe they will agree that the two closing decades of the nineteenth century were marked by greater activity in shorthand controversy in

England and America than any other period in the history of shorthand.<sup>2</sup>

In 1880, Isaac Pitman's Phonography reigned supreme in Great Britain; and in its original form as published by Benn Pitman, or in modifications of it by Graham, Munson, and others, it was almost equally supreme in the United States.

Other systems had made their appearance from time to time both in England and in the United States, but nearly all of them disappeared after a brief struggle for existence. Some of these systems had considerable merit, but under the conditions that prevailed in Great Britain, and to a lesser extent in America, it was almost impossible for a new system to gain a foothold. Whenever a new system appeared in England, it was "reviewed" in Pitman's *Phonetic Journal* for the purpose of "assisting the large number of young men and women who desire to learn shorthand in coming to a proper decision," as one of the "reviews" ingenuously expressed it. If this kindly assistance was not sufficient and the system "reviewed" continued to manifest any vitality, the "review" was reprinted in pamphlet form and distributed wherever the new system was taught. In short, all the machinery of Pitman's wide-flung organization was used to crush any new system which threatened to interfere with the practical monopoly Pitman's system then enjoyed.

With the introduction, about 1880, of the typewriter in Great Britain, shorthand came into more general use in business offices. Coincident with this there was great dissatisfaction among students and teachers of shorthand because of the "perplexities, complexities, and eccentricities" of Pitman's Shorthand, and still greater dissatisfaction on the part of businessmen about the ludicrous errors made in transcribing notes. Some idea of the conditions that prevailed at that time may be gained from the state-

<sup>1</sup> See *The Business Education World*, Volume 14, No. 1, through Volume 17, No. 5 (September, 1933, through January, 1937) for preceding installments of Dr. Gregg's *Story of Shorthand*.—The Editor.

<sup>2</sup> To be more precise as to dates: the periods of greatest activity in England were from 1882 to 1902, and in America from 1895 to 1905.

ments made by Sir Isaac Pitman in an interview published in his *Phonetic Journal* for March 23, 1889. He said:

Of the "Teacher," the first book, we sell 140,000 a year; of the "Manual," the second book, 60,000; and of the "Reporter," the advanced book, we sell 30,000. The total sales of my textbooks from the commencement up to date are: *Teacher*, 1,170,000; *Manual*, 570,000, and *Reporter*, 160,000.

(At that time the Isaac Pitman system was published in a series of three books.)

The *Phonetic Journal* of May 14, 1892, said:

Until he (the student) is well advanced in the "Reporter's Companion," he has no business to practice for speed at all.

In other words, at that time 140,000 students in Great Britain began the study of Pitman's Shorthand each year, and only 30,000 of them got as far as the third book, in which the student should be "well advanced" before he began to "practice for speed." The deplorable condition of shorthand at that period, as revealed by these statements, hardly calls for comment.

It may be interesting to many of our readers to mention, in connection with the above quotations, that soon after the publication of Light-Line Phonography (now known as Gregg Shorthand), Isaac Pitman

& Sons made a determined effort to crush the new system by extensive advertising. A main feature of their advertising at that time was the use of large posters, in which there was a large black circle with a small notch. Underneath was the explanation that the black part of the diagram represented the number of writers of Pitman's Shorthand and the little white notch represented the number of those who wrote other systems. These posters were used wherever Gregg Shorthand was taught, particularly in Liverpool and Manchester. The diagram was also used in all their pamphlets and other advertising matter at that time.

Our answer to this was a reproduction of the same diagram with the explanation that the black portion represented the number of those who began the study of Pitman's Shorthand, and the small white space the number of those who were "able to apply it to any practical purpose"! We reproduce the cut as used in our pamphlet, "The Shorthand for the Million." We continued using this diagram and the legend under it until the Pitman firm discontinued to use the diagram, which they soon did.

## 2

The dissatisfaction that was felt might have simply smouldered had it not been for

\*Here are the figures, taken from Pitman's "Phonetic Journal" of March 23rd., 1889, page 135;—

"Of the "Teacher," the first book, we sell 140,000 a year; of the "Manual," the second book, 60,000, and of the "Reporter," the advanced book, we sell 30,000 a year. The total sales of my textbooks from the commencement up to date are:—"TEACHER," 1,170,000; "MANUAL," 570,000; and "REPORTER," 160,000."

Here is another quotation:—

"Until he (the student) is well advanced in the "Reporter's Companion" he has no business to practice for speed at all." *Phonetic Journal*, May 14th, 1892, page 305.

To sum up: Each year 140,000 students take up Pitman's Phonography, and only 30,000 get as far as the third book which must be mastered before they can "practice for speed."



In the above diagram the black portion represent the number who take up the study of Pitman's Phonography, the white space the number who, after years of weary drudgery, are able to apply it to any practical purpose.

Left Pairs.						Right Pairs.					
Stroke	First Curve	Second Curve	Stroke	First Curve	Second Curve	Stroke	First Curve	Second Curve	Stroke	First Curve	Second Curve
S	/	＼	Sh	/	＼	L	—	＼	R	—	＼
Y	＼	＼	W	＼	＼	N	＼	＼	M	＼	＼
K	/	＼	G	/	＼	P	＼	＼	B	＼	＼
Ch	/	＼	J	/	＼	F	＼	＼	V	＼	＼

Pairs.						Unpaired.			Additional Characters.				
Stroke	First Curve	Second Curve	Stroke	First Curve	Second Curve	Stroke	First Curve	Second Curve	Stroke	First Curve	Second Curve		
T	—	＼	D	—	＼	Wh		)	(	ment		)	(
Th	—	＼	Th	—	＼	Z		)	(	shon		)	(
					)	(	Ng	—	＼	shall		)	(

NOTE.—The *dot* indicates the point from which to strike upward letters.

#### TRIPLE-CHARACTER ALPHABET OF EDWARD POCKNELL'S "LEGIBLE SHORTHAND"

the efforts of a shorthand reporter and author of great ability and influence. Back of every effect there lies a cause, and the chief cause of the extraordinary activity in shorthand circles in England from 1880 to 1890, and the publicity given to shorthand was Edward Pocknell, author of Legible Shorthand, which was published in 1881. He was the "wizard" who set the scenes, arranged the stage properties, and worked indefatigably to produce the effects that gave to that period in shorthand history its distinction and splendor. In all shorthand history there has been no other man so well equipped by natural abilities, business connections, and personal influence to become a leader of the shorthand world as was Edward Pocknell. With a system of even moderate merit, he would have gone far towards breaking the almost complete monopoly that Isaac Pitman's system then possessed. As it was, he did more than any other man of his time to stimulate the independent scientific investigation and discussion of shorthand principles and shorthand systems, and by so doing prepared the way for further progress, though not in the direction he desired.

Possibly some student of shorthand his-

tory may be inclined to say that equal credit should be given to Thomas Anderson. But great as were the services of Thomas Anderson, and they were undoubtedly of more constructive and permanent value than those of Pocknell, we believe that the chief credit should go to Edward Pocknell, because he published the first chapters of Thomas Anderson's *History of Shorthand* in his magazine, *Shorthand*, and later established the Shorthand Society, thereby providing Mr. Anderson with a forum for the expression of his views. Without Pocknell it is unlikely that Anderson would have found a publisher for his history, and he undoubtedly would not have had an opportunity to expound his theories of shorthand construction in such a way as to attract widespread attention to them. The paper read by Mr. Anderson on "The True Theory of Shorthand" at the Shorthand Society had a profound influence on the development of the art.

#### 3

For twenty-eight years Mr. Pocknell had been a writer of Pitman's Shorthand, and as a professional reporter he became deeply impressed with the weakness of that system

in the expression of the vowels. His own views were strengthened by a study of the shorthand system of the great phonetician and teacher of elocution, Alexander Melville Bell, father of Alexander Graham Bell, inventor of the telephone. Mr. Pocknell frankly acknowledged his indebtedness to Bell's Steno-Phonography for the fundamental principles on which he constructed Legible Shorthand.

Elsewhere<sup>3</sup> attention has been directed to the fact that, in tracing the evolution of shorthand, it is found that frequently a mere expedient introduced in one system has been expanded into a fundamental principle in a subsequent system. Pocknell's Legible Shorthand furnishes a good illustration of this.

In Pitman's system, some of the alternative forms for certain consonants are governed by rules by which an upward character is used for a consonant when a vowel follows that consonant, and the downward character for the same consonant when a vowel precedes it. For example, the upward *r* is used in *rack*, *wreck*, *rock*, etc.; and the downward *r* is used in *ark*, *irk*, etc. The rule can be applied to such consonants only as are provided with alternative characters, and is subject to numerous exceptions—but it is useful in distinguishing the forms for certain words, as it indicates in these few words where the omitted vowel occurs, although it does not tell *what* the vowel is. This is the expedient that Mr. Pocknell adopted as a basic principle in the construction of one of the most elaborate shorthand alphabets ever devised. For each consonant he provided *three* characters, the first character being used to represent the consonant only, the second to show when the consonant was preceded by a vowel, and the third to show when the consonant was followed by a vowel. The reader was left to guess what vowel was thus "indicated." In order to provide three characters for each consonant, there were characters of three lengths, written both light and heavy. It is not necessary to describe the fate of a system so constructed.

<sup>3</sup> *Basic Principles of Gregg Shorthand*, Chapter Five.

## Gregg L.D.S. Vocabulary

H. W. SUNDWALL, of Brigham Young University, Provo, Utah, has prepared an interesting vocabulary composed of the words, phrases, and names used most frequently in the Church of Jesus Christ of Latter-day Saints, with the corresponding outlines in Gregg Shorthand.

The shorthand forms, many of which are short cuts, are designed for use in reporting sermons, conferences, and other church affairs.

The frequency of the words, phrases, and names was determined by a study of sermons given by present leaders in the church, the discourses of Brigham Young, the *Book of Mormon*, *The Doctrine and Covenants*, *The Pearl of Great Price*, and the *Holy Bible*.

The vocabulary, which should be introduced during the last semester of the second year in shorthand, will facilitate the training of stenographers for secretarial and reporting positions in the church.

All outlines have been approved by and printed with the permission of The Gregg Publishing Company. The title of the book is the "Gregg Shorthand L.D.S. Vocabulary." Copies may be obtained from Mr. Sundwall at 25 cents, less 10 cents discount to teachers.

THE series of yearbooks published by the Eastern Commercial Teachers Association may now be purchased at the New York University Bookstore, Washington Square, New York City, according to an announcement received from Peter L. Agnew, president of the Association.

The E.C.T.A. has published twelve yearbooks. The price per volume is \$2, with the exception of the eleventh and twelfth yearbooks, which sell for \$2.50 each.

The titles follow:

- 1928: *Foundations of Commercial Education*
- 1929: *Curriculum Making in Business Education*
- 1930: *Administration and Supervision of Business Education*
- 1931: *Modern Methods of Teaching Business Subjects, Volume I*
- 1932: *Modern Methods of Teaching Business Subjects, Volume II*
- 1933: *Teaching Aids and Devices and Suggested Classroom Equipment*
- 1934: *Business Education in a Changing Social and Economic Order*
- 1935: *Problems of the Business Teacher*
- 1936: *Guidance in Business Education*
- 1937: *Measuring for Vocational Ability in the Field of Business Education*
- 1938: *Modernizing Business Education*
- 1939: *The Improvement of Classroom Teaching in Business Education*



# Pick Your Job and Land It!

## Step 1. Know What You Want to Do

SIDNEY W. EDLUND

A YOUNG man was thumbing his way from Boston to New York. I came along and gave him a lift. I told him of my hobby: how for many years I have helped men and women get the jobs they wanted. I told him how, in 1935, I had organized the Man Marketing Clinic, which is now under the auspices of the Sales Executives Club of New York City; how it has helped more than 15,000 people toward their objectives, without charge to anyone. I spoke of Man Marketing Clinics that are now being established in other cities.

He told me he was studying to become a teacher of business subjects. His ambition was to teach in a reform school. He believed that an understanding teacher could do much for those whose environment had previously been unfortunate. He had nursed this ambition for several years. I asked him a score of questions designed to stimulate his thinking about his objective. I asked him what his teachers thought about his general plan. He answered that I was the first to whom he had told his ambition!

Since that incident, I have asked twenty-five men and women if any of their teachers had helped them clarify their after-school objectives, helped them bridge the gap between their school and their business lives. About half of this number were recent graduates. One stated he had received a little help; another reported great stimulation and practical help in planning his life; the others were not conscious of any assistance in this respect. *They had just been taught subjects.*

There is a very wide chasm between school

and the business world. For years the average pupil has been studying lessons so he may pass examinations. Suddenly he finishes school and finds himself in an entirely different world with different standards. In school everybody was given a chance. In business, he finds, the only ones considered are those who give some evidence that they will earn their pay and a little extra.

Even though he may have studied business subjects such as business law or accounting, he has thought little about business in a broad sense: how it is run and why, and how he can render a real service to any specific business. He does not know how to go after a job, and so he is likely to be confused and oftentimes quite discouraged.

It may take him years to orient himself, to decide upon an objective he can hope to achieve, and to direct his efforts toward it. If he is lucky, he finds a job—just any job. If he loses that job, he may take the first thing available, perhaps priding himself on his willingness to do anything at all. After

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◆ *About Sidney Edlund:* Sales training consultant and president of the Kelvinator National Salesmen's Institute. Author of *Pick Your Job and Land It*, reviewed in this issue. Has been president of Life Savers, Inc.; president of Pine Bros., Inc.; general sales manager of Wm. A. Rogers, Ltd., silverware manufacturers. Co-founder of the unique and remarkably successful Man Marketing Clinic, of New York City, a free service rendered by members of the New York Sales Executives Club, which combines scientific vocational guidance with job getting. Many thousands of unemployed men and women have obtained positions during the past ten years through the help of Mr. Edlund and his co-workers in the Clinic.

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several years he is likely to have had a number of unrelated jobs, which have failed to build up a background of experience which is readily salable.

Many things may be done to put students in a better position to plan their lives, to orient themselves more readily after their school days. Many schools have occupational conferences, contacts with businessmen and women and with actual business operations. A few have career courses or some other definite plan to stimulate thinking and planning for the future. Personal conferences are especially valuable, to enable the student to apply to himself the material made available in these general vocational conferences, to show him how to dig out hidden assets and to present these assets properly to enough logical prospects.

Vocational guidance is usually left for the senior year. Naturally, this is an important time. But there is great advantage in fostering earlier the student's interest in his own future. As soon as he has some idea of his own bent, he can direct his schooling and thinking toward it. And the sense of purpose will give more meaning to his studies, his reading, his conversations.

I believe that the teachers of business subjects have shown that they are in the best position of any to help their students bridge the gap between school and adult life. Their subjects are closer akin to the world of business. Many of them have had considerable business experience and therefore can help their pupils understand the ways of business.

Through the Man Marketing Clinic, I have helped thousands get the jobs they want. I have been asked to make this experience available to teachers, so they may be of greater aid to students in planning their lives and getting the best jobs for which they are qualified. To this end I have written for the *BUSINESS EDUCATION WORLD* a series of articles entitled "Pick Your Job and Land It!" One article will appear each month.

I have also trained many thousands of salesmen. The most useful material I have prepared for sales supervisors has been that written directly to the salesmen. For that reason I have written the articles which fol-

low just as if I were talking to your students.

### **Know What You Want To Do**

So you want a job? All right, I'll tell you exactly how to get it. Yes, I know you've tried hard. I still say you can get that job, if you are really qualified to fill it.

No, it isn't magic, hypnotism, or sleight-of-hand. I can't hand you a job on a silver platter. But I can show *you* how to get it.

I warn you right now that it means work. But if you appreciate the value of a good job, if you are willing to invest a little time and effort in getting one, then I believe I can give you the key to your job-hunting problem. If you do go through with this plan, it will be real fun. And best of all—it works!

The first step is the most difficult: You must decide what you want to do. You may think you are showing the right spirit by being ready to do anything at all, just so it's a job. But unless you go after something more definite, you aren't likely to get any job at all, unless it is manual labor.

When Larry Holt finished school in Boston, he decided to enter the newspaper business. Some of his relatives had been with western newspapers for many years. He went to an editor of the *Boston Post* and asked for a job.

"What kind of job do you want?" asked the editor.

"Oh, just any job at all," said Larry. "I'm willing to do anything."

Larry didn't get his job, but he did get some advice that proved more valuable to him.

"My boy," the editor told him, "whatever you go after a job, you should know exactly what you want to do. Unless you go after a specific job, you can't show the employer that you can do good work for him."

Larry had talked enough with the relatives in the newspaper business to know about many of the departments. He bought all the Boston papers and studied them carefully. He decided that he would like eventually, to own his own paper; that he

would like to start on the business side, instead of the editorial; that a good beginning would be to sell classified ads.

The *Traveller* was the leader in the classified field. So he went to the head of the *Traveller's* classified department. He explained that, more than anything else, he wanted to solicit classified ads for their paper. He was obviously sincere. He knew what was in their classified columns. He explained his ultimate ambition and his feeling for newspaper work, gained from family contacts. He told about the large paper route he had built up to help him through school, and the ads he had solicited for the school annual.

"You can start right now," the head of the department said. "Hang up your hat and coat on the peg. There's your desk. After you have learned a little more, you can start soliciting."

That was ten years ago. Larry has had two other jobs since then, each leading toward his goal. In each case he believes he got his job because he was specific about what he wanted. Now he is sure that the editor of the *Post* did not exaggerate the value of his advice.

You may say that Larry was fortunate. He knew the kind of business in which he was interested, and he had enough background to know a little about the various departments in that business, so he could make up his mind exactly what he wanted to do. Perhaps you have no idea of what you want to do, and you may not know how to start to find out. Here's the way you, or anyone else, can find out.

#### **How to Find Out What You Want to Do**

Ask fifty or more busy people about their work: what it is like; its future possibilities; what kind of persons succeed best. Ask your dad, your dad's friends, department-store clerks, your druggist, the milkman, factory workers, teachers, sales managers, office boys—everyone you meet and can meet. Do not hesitate to ask. Nearly everyone likes to talk about his work.

You will find that the clerical worker has to be good at figures and routine work,

that he should be quick, and especially accurate. Have you some of these qualities?

You will find that those on the selling side of business need good personality, enthusiasm, ability to present a subject clearly, an understanding of people and their problems. Do you fit here?

As you find the qualities needed in various kinds of work, write them down for reference. Read the vocational books in your public and school libraries. They will tell you about many kinds of jobs and the qualities required. Then list your own qualities. Are you enthusiastic, quick, accurate? Are you handy with tools? Are you really eager to work? Do you have to be told twice to do a thing? Do you do more than you are told?

If you know the qualities that are needed in various jobs, and if you analyze your own qualities, you will soon begin to see where you fit. As your ideas begin to clear, discuss them with your business friends, your relatives, your dad's friends, your teachers, your scoutmaster, your club secretary, your school vocational counselor. Some of these counselors may be able to give you aptitude tests to help you understand your own characteristics.

#### **Keep on Asking Questions**

Suppose you do all these things, and still do not know what you want to do. Keep on asking people about their work. Ask them what they like most about their jobs. Soon you are likely to find those things that interest you, too. Naturally, you should head for the kind of work that interests you, because people do their best only when they are deeply interested in their work.

Before you are through studying yourself, your characteristics, your desires, try to answer the question: What do you want to be doing five, ten, or even twenty years hence?

If you know this ultimate goal, you can determine more intelligently your first job, or your next job. As the years go by, you will probably broaden your horizon. But you will chart your course more soundly now if you know where you want to go.

You may know that when you finish

school you want to be a stenographer or a clerk. But if you know, too, that you are more interested in how goods are sold than in how they are made, then you would prefer to be a stenographer or clerk in the sales end of business rather than on the manufacturing side.

You may think that a narrowing of your choice may shut you out of certain openings. But experience shows that the more specifically you know what you want to do, the more chance you have of interesting employers in you. If you are going after one special type of job, it is much easier to show an employer how you can be of service to him.

Morris Bander, just out of school, made up his mind that he wanted to do accounting work in a chain-store organization. He had talked with chain-store men and had read about chain-store office practices in their trade papers. He sent out ninety-eight carefully planned letters to chain-store executives, expressing his deep interest and giving the reasons why he could serve such a department well. From his ninety-eight letters he got fourteen interviews and six offers of jobs! He knew what he wanted to do and why, and he was able to show clearly in his letters and in his interviews that he was genuinely interested in the work he was after.

You, too, can get employers interested in you, if you know what you want to do and why.

I have suggested that you ask many people many questions. You will get lots of advice, some of it conflicting. Consider carefully what all your advisers say, and then make up your own mind. No one else can live your life for you.

If you follow the suggestions I have made, and are still in doubt about what you want to do, you need not be discouraged. Get the best job you can, and in your spare time keep on studying your problem. Don't let a month go by without getting closer to what you want to do. People who find pleasure in their work are likely to be both successful and happy. Finding the kind of work you want is worth all the thought and effort you can put into it.

Once you know what you want to do, you

have taken the first great step forward in getting the job you want.

### Step 2. Ask Often Enough for the Job You Want

The next problem in getting the job you want is to ask for it often enough. Of course, the way you ask makes a big difference. Every one of us has assets, which we should demonstrate to prospective employers. Next month I shall show you how to dig out *your* hidden assets and present them to the best advantage to your prospective employer.

[EDITOR'S NOTE—In addition to writing the series of articles of which this one is the first Mr. Edlund and his wife, also a specialist in job placement, are volunteering their services in the perfecting of plans and procedures for a more effective and a more individualistic treatment of "Man Marketing" in our schools.

This invaluable opportunity to be of service to the young people in training for business careers must be utilized to the utmost. It is not enough to read the series of articles. *Let's do something to put Mr. Edlund's suggestions into immediate use.*

One of the first things to do is to put each article in the hands of your students to be read by them and by their parents. Permission is hereby granted by the BUSINESS EDUCATION WORLD and Mr. Edlund to reproduce the articles in this series for free distribution to your students.

We should like very much to know the names of those of our readers who follow this suggestion. Won't you write Mr. Edlund in care of this magazine, telling him what you plan to do with the articles and asking him any questions you wish with regard to the subject he discusses?—C. B.]

THE World of Tomorrow" was the theme of an entertaining address given before the graduating class of the Elmira (New York) Business Institute by Harry M. Bowser, a representative of the New York Office of the Gregg Publishing Company and a popular lecturer on salesmanship.

In his talk, Mr. Bowser cited three types of workers: those who do what they are told, those who do not do what they are told, and those who do not have to be told.

"From the last-mentioned group," he said, "came the leaders of today and will continue to be the leaders of tomorrow.

"Get out and do something useful, even though you don't get paid for it at first. Financial reward is bound to come," was his advice to the graduates.



# Business Education Changes Of a Quarter Century<sup>1</sup>

LOUIS A. RICE

HERE are many men and women engaged in private and public school commercial education today whose experience extends over a much longer period of time than twenty-five years. A quarter of a century, however, is a respectable period of time—a period over which certain trends and tendencies ought to be discernible.

When we compare 1914 with 1939 a tremendous difference is noted, but the changes have been exceedingly gradual. Let me draw briefly a picture of business education as it was twenty-five years ago.

Business colleges were on the wave of a rapidly increasing enrollment which was to reach a peak about 1920. Teachers were struggling with mixed batteries of typewriters, in which the newfangled visible models with the four-row keyboard were rapidly taking the honors from the time-honored Smith Premier, with its eight banks, and the Oliver, with only three and a double shift—not to mention the other makes in which the operator had to lift the carriage like a trapdoor and peer beneath to see the results of his writing.

Gregg Shorthand, after successfully establishing itself in the Middle West, was knocking at the doors of eastern schools, in competition with Isaac Pitman, Pernin, Cross-Eclectic, and a host of variations of the Benn Pitman systems. The Stenotype was just being introduced.

Teachers were not yet aware of the possibilities of various "approaches" to book-

keeping, which were to divide the conventions into armed factions a few years later. A new subject called "Office Practice" was being promoted but was regarded with suspicion. Telegraphy was still taught by many private business schools. Business law and commercial geography were the only social-business subjects, and nobody thought of calling them that.

Competition was arising for the business schools, not only from the high schools but also from the Corporation Schools, which many large businesses were starting and which, by 1913, had a national association with forty-eight members. The Y. M. C. A. and other organizations had built up an increased enrollment in business subjects, and the correspondence schools were active. Schools of commerce in the colleges and universities had been and were being established. Many of them were imitating the offerings of the private business schools.

During the twenty-five year period, the public-school enrollments greatly increased and the enrollments in business courses with them. So did private-school enrollments. The Federal Board for Vocational Educa-

◆ *About Louis Rice: Principal of the Packard School, New York City, and president of the board of directors. Was assistant in secondary education, New Jersey State Department of Public Instruction, in charge of commercial education. Master's degree from New York University School of Education, where he has also taught; has given courses also at Rutgers University, the University of Pittsburgh, and Teachers College, Columbia University. A former president of the E.C.T.A.; former executive secretary of the N.E.A. Department of Business Education and first business manager of the National Business Education Quarterly.*

<sup>1</sup> From a paper delivered at the meeting of the Business Education Association of the State of New York on May 27, 1938, at the Hotel Roosevelt, New York City.

tion was set up, began to make surveys and to promote legislation. City and state directorships in commercial education were established. The World War gave great impetus to business, its employees, and their training, so that it was necessary to speed up training and to reach into the youthful ages for trainees. Co-operative training was introduced.

The rise of the moving pictures and, later, of the radio brought their equipment into the schoolroom. Social-business education expanded widely. Tests and measurements were designed, stimulated partly by the record of the army psychological examinations and partly by the motion study and measurement engaged in by various management associations. More recently have come consumer education, education for citizenship and democracy, adult education, distributive occupations, the youth movement, C. C. C. Camps, and P. W. A. courses, not to mention widespread competition from the traditional liberal arts colleges themselves, most of which now give instruction in the business subjects.

Research has solved some problems, but it has created many new ones. Business teachers today are struggling with the merits of vocational and non-vocational bookkeeping, shorthand, and typewriting; with that ever-expanding subject known by a variety of names but currently as introduction to business; with adapted courses for lower levels of ability; with greatly varied methodology; with the intricacies of machine instruction and the difficulties of inadequate equipment; with functional shorthand; with retail selling and with other subjects.

To check my impressions, I have inquired of a dozen of my old acquaintances in the private schools concerning changes they have noted. These people are scattered over the country—none of them in New York state—and every one of them has seen at least a quarter century of active school service. To a man, they expressed general agreement that a greater part of the changes of the past twenty-five years represented improvements. The general objective, of course, is still to educate the student to meet the demands of the business world and earn a living.

How have the business schools improved themselves and their offerings over this period of a quarter of a century?

One of the greatest improvements has been in the selection of stronger faculties. There is a marked increase of college graduates, especially of those who have been definitely trained for teaching. Masters' and doctors' degrees are not infrequent. Many of the teachers of a quarter century ago had not even achieved high school graduation. Some of them were, nevertheless, very good; many more were not. Some good schools were established by those who had not yet completed the shorthand manual or the first text in bookkeeping, but who managed to do so in time to keep ahead of their students.

Greater attention is paid nowadays to the personal qualities of the teacher with respect to performance in the classroom. The greatest improvement of all comes in the fact that the business teacher of today is almost always a practitioner of the skills he attempts to teach. When I first began teaching, it was the exception to find a typewriting teacher who could do thirty words a minute, even by sight, or a shorthand teacher who could handle normal office dictation. The motto was, "Do as I tell you to do; I can't show you how to do it."

The modern business teacher probably doesn't work quite so hard as did his predecessor of a generation ago, but he gets much more done because he knows better how to go at it. One must still wonder, however, if a competent business teacher in the year 1939 is not worth more than \$100 a month, in spite of depressions.

This improvement in teaching personnel did not come about through sheer accident. Most public-school teachers of business subjects before the World War were no better prepared than were the private-school teachers, for usually it was the latter who prepared them. The certification requirements for public-school work have been lifted, however, over the years, with an accompanying increase in private-school-teacher qualifications.

The popularity of business teaching as a

profession for young people has improved the market for the private school by creating a larger supply of teachers than the market can absorb. But a big reason for better teacher preparation has been the increase in educational attainment of those applying for admission to the business school.

Many students now matriculate in the business schools with far better educational qualifications than the average business teacher of years ago possessed. This change has come about within the past fifteen years. In 1924 the enrollment figures of the private business schools reporting to the U. S. Office of Education showed that only 18 per cent of the students had completed high school. By 1933, the situation had changed. Official statistics showed 77 per cent of the enrollment to be high school graduates. Business schools had abandoned "cradle-snatching."

The enrollment emphasis was away from the eighth-grade level and toward the thirteenth-grade level. Today, many business schools select their students on the primary qualification of high school graduation or the equivalent. Some add to that certain qualifications of personality. Some give intelligence and aptitude tests as a part of the entrance procedure.

In my first classes, I remember youngsters sitting alongside grayheads in the fifties and sixties. Today the average age of students in the business schools is within a much narrower range. This improvement in the selection of a student body has made possible a great improvement in the organization of instruction.

While "individual instruction" was a necessity in the business schools of 1910 chiefly because most of them admitted students any day at any hour of the day, class instruction would have been a most difficult undertaking because of the wide differences in the ages and mental equipment of many of the students then enrolled. Today, many business schools have set up definite class instruction and have arranged their entering dates so that class organization is possible at specific times of the year. Some admit on a quarterly basis and some only two or three times a year.

Bookkeeping is one of the subjects in which the greatest change has taken place. Once taught on an individual basis but with little individual supervision, it has now been reorganized in many schools into carefully graded class groups in which attention is given to logical presentation, general discussion, and the opportunity to ask questions and have them answered. Emphasis is no longer merely upon repetitive recording but includes considerable attention to analysis of financial statements and to understanding of modern accounting theory.

In typewriting, the improvement in machines and the application of tested principles of psychology to the teaching process have resulted in a great advance in average achievement so that the better half of the graduates of almost any good business school approximate what was an expert speed thirty years ago. In many business schools, instruction has been modernized and localized in order to make it of the greatest service to the business community—the field in which the graduates of the school find employment. With modern transportation facilities, this is an ever-widening area.

Better texts are available now. More texts are available now. Only twenty-five years ago a number of business schools were still in the business of publishing texts because there were exceedingly limited materials on the market. The private business school has been, therefore, not only the father of practically all business education but the progenitor of the greater part of the publishing business in the field of commercial texts. Better instruction as well as a wider offering of subjects has resulted in the provision of better equipment.

The average business school is much better housed than it was a quarter of a century ago. There are several reasons for this change. Standards in housing, heating, ventilation, and lighting have been raised greatly in the past two decades. As one of my mentors puts it, we have changed "from fire traps to safe housing conditions; from the old high-top desk with stool and cuspidor alongside to modern school and office furniture."

The old-time business school was no

worse housed than were the public schools of the same community, but a marvelous improvement has occurred in public school buildings, so that a high school building twenty-five years old is almost out-moded. This change has made it necessary for the business school to improve its environment to what is generally accepted as a good

school building. Many fine buildings over the country are owned by private schools. Some of these have been specially designed to provide for extra-curricular activities, which have come into the business-school program just as they have come into the public-school program.

*(To be concluded)*

## First National Personality Contest



Miss Ursula Guckel, first-prize winner, receiving a scholarship to Gregg College, Chicago, from Henry J. Holm, principal of that school. Miss Jean Horrell, second-prize winner, is standing to the right of Mr. Holm.

THE first National Personality Contest was held at Northwestern University in May under the management of L. A. Orr, Ingleside, Illinois. The national contest is a logical outgrowth of the Illinois State Personality Contest, which Mr. Orr has conducted for seven years.

Winner of first place was Ursula Guckel, of Township School, Argo, Illinois, who received a full ten-months scholarship to Gregg College, Chicago. Winner of second place, Jean Horrell, Warren Township School, Gurnee, Illinois, received a scholarship to Northwestern University. Miss Guckel and Miss Horrell also received diamond awards, as did the following:

Delma Torquist, Community School, Alexis, Illinois; Phyllis Ader, Township School, Chabance, Illinois; and Elizabeth Weber, St. Mary's Academy, Milwaukee, Wisconsin.

### Winners of cups for second rating were:

Mary Butler, Chabance Township School; Jeanette Hall, Harris High School, Petersburg, Illinois; Rose Lemezia, Township School, Westville, Illinois; Treva McCarthy, Township School, Libertyville, Illinois; Patricia Pechnick, Argo Township School; Jane Sheehan, Township School, Rantoul, Illinois; Ruth Streed, Sullivan High School, Chicago; and Marjorie Swanson, Township School, DeKalb, Illinois.

All high school students are eligible to compete in this contest. The complete personality test is based on scholarship, extra-curricular activities, technical ability, social attitudes, and a personal interview. Contestants may choose shorthand, typewriting, or bookkeeping for the technical-ability test.

For complete information about the next National Personality Contest, address L. A. Orr, Ingleside, Illinois.

B. E. W.'s  
DEPARTMENT  
FOR  
ADMINISTRATORS  
Harl R. Douglass  
Editor

# Educational Guidance In Business Education

JOSEPH DE BRUM

*Sequoia High School, Redwood City, California  
President, N.E.A. Department of Business Education, 1938-1939*

**T**HE principal problem in educational guidance in business education is to see that business-education students are soundly advised with respect to selecting courses in harmony with their relative ability, interests, and future needs. We face immediately, then, the need for an examination of the possibilities of "homogeneous grouping" and "ability grouping."

In a discussion involving terms commonly used and frequently confused, it is best to define such terms immediately. Hence, it may not be amiss to attempt a clarification of "homogeneous grouping" and "ability grouping."

Current educational thinking interprets homogeneous grouping as that type of classification which tends to place students together according to interests, immediate goals, and future objectives. This technique is based on the probability that students have a desire and liking for a particular study pattern.

Ability grouping refers to placement in classes on the bases of intelligence tests, achievement scores, subject performance, and teacher judgment. Ability grouping indicates a prediction that a certain body of knowledge on a particular level will be absorbed with a fair degree of uniformity.

It seems that a combination homogeneous-ability grouping plan would be the most effective plan for business classes in general. Other factors leading to desirable grouping relate to physical handicaps, personality conflicts, appearance, race, sex, and specific problems of the individual student.

Well-directed placement is dependent upon an adequate guidance program which

takes into consideration the student, the subject, the opportunities in the field, the demands of employers, and the teacher concerned. Effective student grouping will be realized best through co-operative effort between counselors and specific-subject business teachers.

### *Adapt Curriculum to Student*

At this point it should be stressed that the task of handling individual differences should not be solely a matter of artificial grouping by assigning students to courses already available within the school curriculum. It is far more important in the guidance plan to *provide courses* to take care of students. In other words, there is a reasonable need for flexibility in the school program to allow for the subject needs of students.

Already subjects such as consumer education, advanced general business, clerical training, retail selling, and personality development have been added to vitalize an otherwise outmoded curriculum. Somebody has aptly said, "Don't provide students for courses; provide courses for students!"

### *The Student's First Year*

In the first or second year of most high schools, a general core exists for all commercial students. This core commonly includes a year of general business, possibly with a year of typing or an offering in so-called business arithmetic.

Students who have expressed a desire to enroll for a business course might well be grouped according to ability for general business and business arithmetic. For be-

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ginning typing, however, it is doubtful if I.Q. and achievement scores are indices of success. Student performance in the two or three subjects required of all commercial students, together with the achievement records in English and social studies, should have prognostic value in planning the last years of high school work.

#### *Business-Education Sequences*

The several divisions in the commercial department are so varied within themselves that it is well to give consideration to these well-defined "commercial sequences" or majors.

*The Stenographic Sequence.* As mechanics of English, word knowledge, and "sentence sense" are so necessary for stenographic success, an evaluation of students directly from the English teachers is helpful.

Many schools have a prerequisite of at least "C" grades in English for enrollment in beginning shorthand. In addition, further refinement occurs after the students have taken one year of typing and shorthand. Again, at least "C" grades in these subjects (these grades based on school standards and not on class averages) must be earned before students pursue the more advanced courses leading to the stenographic certificate.

It is encouraging that administrators everywhere are realizing that only better students should be permitted to study in the stenographic field. They are heeding the cry of businessmen: "We do not need more stenographers; we need more *good* stenographers!"

*The Bookkeeping Sequence.* In this field, too, the factors listed in the sequence above might well apply. Of course, the interest factor, as well as ability, is a determinant. Ability grouping in this division is of importance; however, many of the subjects in this sequence lend themselves especially well to sectioning within the classes. Work can be assigned to good advantage according to individual capacities in bookkeeping. Leaders in the field agree that bookkeeping majors should be at least average in ability.

*The Retail Selling or General Selling Sequence.* Particularly in this field do the

factors of interest, personality, and appearance figure prominently. If a student wishes to enter one of the distributive trades, the following questions might be considered by the counselor: Has he the ability to meet the public? Can he develop neatness requisite to his position? Does he seem to have the necessary vitality? Is he physically normal?

Students who are not in the average-or-above group often produce good results in saleswork because of their patience with customers, their interest in people, and their pleasing manner. By no means, though, does this infer that the more capable students should be denied the selling objective. If students of superior ability indicate a desire for this kind of work, they should receive every encouragement. In this field there are probably greater opportunities for success than in any other commercial sphere.

*The Clerical Sequence.* Students not able to meet desired standards in the bookkeeping and stenographic fields can often find satisfactory adjustment in a "clerical" program. It is questionable whether I.Q.'s below 85 or 90 should be granted a vocational-clerical major, especially if there is another channel through which students can be directed. Accuracy, dependability, and general common sense are necessary for employability in the various office- and store-clerical openings.

*The General Sequence.* Now what to do with students who have very limited ability? After all efforts for proper placement have been exhausted—taking into consideration other departments in the school—an individualized program composed of elementary business subjects from the various fields may constitute a general business curriculum.

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*About Dr. Douglass, Department Editor:* Director of the division of education, University of North Carolina. Formerly professor of secondary education, University of Minnesota. Ph.D. from Leland Stanford University. Author of several texts on secondary school administration and more than one hundred articles. Dr. Douglass is Consultant of the American Youth Commission and the Educational Policies Commission.



The question is often asked, "What shall we do with students who insist on taking subjects not suited to their needs and abilities?"

In our democratic public high schools, we cannot, if the issue is contested, refuse students admittance to our classes. In discussing this point in reference to shorthand, officials of John Hay High School, Cleveland, Ohio, state:

Shorthand is a skill subject. Standards in words per minute and errors allowed are the same for all . . . Counselors, however, interview all pupils who enter beginning shorthand and so eliminate at the outset many potential failures. If pupils of low ability insist, and their parents support them, they are permitted to enroll in these subjects. Thereafter they either meet the standard set for all or fail.<sup>1</sup>

Another method of dealing with students who insist on enrollment in studies not within their mental hold pertains to grading: A student not meeting the minimal requirement may remain in class for instruction, but his rating will be indicated by a "U" (unsatisfactory, but graduating credit will be allowed) or by an "Audit" (attending class for "what he can get out of it"—no credit).

In an increasing number of schools, graduation credit is given to practically all students who have worked to the best of their ability, regardless of the marks they receive or the standards they attain. However, in these schools commercial departments recommend for positions or further study in college only those students who have received a grade of "A," "B," or "C."

[EDITOR'S NOTE.—We asked Mr. DeBrum to enlarge upon the preceding paragraph and quote here his reply.]

In progressive-education circles there seems to be a marked trend toward giving secondary school credit to students who work to the best of their abilities, regardless of the quality of the work. To a great extent we do this—especially in our basic curriculum subjects—at Sequoia High School. Although I do not have on hand definite information from other high schools,

<sup>1</sup>Connor, L. C., and Hawkins, G. C., "Ability Grouping in Certain Selected Schools," National Society for the Study of Education, *Yearbook XXXV*, Part I, p. 271. 1936.

I know there are several schools that are very liberal and "progressive" on this matter of grading and giving credit. Personally, I feel some are going too far and are "sugar coating" courses too much.

Sometime ago I talked to a commercial group at a progressive-education meeting. On this problem of giving graduation credit regardless of achievement, there seemed to be little disagreement. Particularly does this idea seem acceptable among Progressive Association people for the social-business and personal-use business classes. I doubt if many commercial educators actually carry this plan into effect for the advanced classes in typing, stenography, and other vocational skills.

In general, student grouping by classes in the smaller high school is administratively impracticable. Provisions for varying abilities can be effectively planned within the class group through the use of projects, remedial-discussion committees, special coaching, or some contract device. In discussing this matter, Coxe writes:

In smaller schools various adjustments must be employed. The elimination of the semiannual promotion sometimes facilitates ability grouping organization because the number of grade sections that must be provided for is greatly reduced. Another type of adjustment is that of placing in the same room, under one teacher, two or even three ability groups . . .

It is generally inadvisable to have all ability levels in the same room, even though they may be handled in separate classes. A room may contain either slow and average groups or bright and average groups, or it may contain slow groups or bright groups from two different grades . . . Differentiated assignments sometimes offer an alternative to grouping.<sup>2</sup>

Teachers in the smaller schools as a rule enjoy the advantage of light student loads. This enables the teachers to devote more time to each student individually, and in the final analysis this is the best way to provide for individual differences.

[EDITOR'S NOTE.—In next month's B.E.W., Mr. DeBrum will conclude this discussion and will present a selected guidance bibliography. The department editor, Dr. Harl Douglass, will comment on Mr. DeBrum's paper.]

<sup>2</sup>Coxe, W. W., "Summary and Interpretations," National Society for the Study of Education, *Yearbook XXXV*, Part I, pp. 305-306. 1936.



# Grading Scales For Typewriting Tests

HOWARD Z. STEWART

**EDITOR'S NOTE**—The B.E.W. is pleased to present to its readers a series of practical grading scales for typewriting tests developed and used by Mr. Stewart. These scales are copyrighted by Mr. Stewart and published in book form by The Garrard Press, Champaign, Illinois, with whose permission a series of them will be reprinted in this magazine. An interesting review of Mr. Stewart's book will appear in next issue's "Your Professional Reading" department.

**T**EACHERS of all subjects have sought improved methods of checking and grading papers handed in by students. The opinion has often been expressed that, the more objective the grading and the checking, the more fair becomes the marking of the teacher, and the more satisfactory becomes the understanding of the student.

A large number of scales have been prepared that indicate the progress students should make in typewriting courses according to the weeks of training they have received in the classroom. I believe, however, that the accompanying scale and scales to follow in succeeding issues are the first in which an attempt has been made to combine the factors of periodic progress, ease and speed in checking, and fairness and equality in the grading of typewriting tests.

For grading purposes the scales have been based on 10-minute tests through the eighteenth week, and on 15-minute tests through the seventy-second week of instruction. The International Rules for the Grading of Typewriting Tests have been used as the method of figuring the net rates of all tests.

The primary purpose in the preparation of the scales has been to make their use easy and profitable for the instructor. In order to make them complete, the net rates have

been figured for each range of strokes, and for the varying number of errors the student may make during the writing of the test. A percentage grade has been calculated for each net speed and accuracy writing.

In addition to the percentage grade, space has been provided for the writing in of a letter grade equivalent to the percentage grade. For example, the percentage grade of 100 is, in most schools, the equivalent of a letter grade of "A."

Many progressive teachers of typewriting have adopted the plan of permitting, or insisting that, students properly and neatly erase errors and insert the correct letter or character. These grading scales for typewriting tests may be used successfully by the instructor who requests the correction of errors by erasing; for, as the number of errors decreases, the strokes also will decrease, thereby permitting the student to receive approximately the same net rate and percentage grade as if the errors were allowed to remain uncorrected but with additional strokes typewritten. Thus, the constantly improved erasing efficiency desired for neat but rapid work likewise will result in higher net rates per minute and in higher percentage grades.

◆ **About Mr. Stewart:** Recently appointed assistant professor, College of Business Administration, Butler University, Indianapolis, Indiana. Nine years instructor at Champaign (Illinois) Senior High School. B. S. and M. S. from Indiana State Teachers College, Terre Haute. Graduate work toward Ph.D., University of Illinois. Former president, Illinois State Commercial Teachers Association, Illinois Commercial Association. President, Pi Chapter, Phi Delta Kappa, 1939-1940, University of Illinois. Has written on retail selling.

Among the numerous values to be found in the use of the scales are the saving of the time of the teacher and student; the elimination of the chance of error in calculation, by the mechanics of construction; and the opportunity for students to know how they rank, in so far as typewriting-test grades are concerned, as the scale is an objective statement of student achievement in proportion to the weeks spent in study.

#### *Directions for Use*

The scales found in these grading scales for typewriting tests have been based on 10-

minute tests through the eighteenth week, and on 15-minute tests through the seventy-second week of instruction. The scales have been devised primarily for two thirty-six-week years of instruction—though they may be used successfully for longer or shorter school years—and are to be used during the interval of weeks between scales.

As an example, the scale entitled "Thirty-Sixth Week" is to be used after thirty-six weeks of instruction, or, during the thirty-seventh, thirty-eighth, thirty-ninth, and fortieth weeks of instruction. The scale "Fortieth Week" is to be used during the

## THIRTY-SIXTH WEEK

### FIFTEEN MINUTE TEST

STROKES	ERRORS											
	0	1	2	3	4	5	6	7	8	9	10	11
4725-4799												56-95/
4650-4724												56-100/ 55-94/
4575-4649												55-99/ 54-93/
4500-4674												54-98/ 53-93/
4425-4499												54-100/ 53-98/ 52-92/
4350-4424												53-99/ 52-97/ 51-91/
4275-4349									52-100/	52-98/	51-96/	50-91/
4200-4274									51-96/	51-98/	50-96/	49-90/
4125-4199								51-100/	50-98/	50-97/	49-95/	48-89/
4050-4124								50-99/	49-98/	49-96/	48-94/	47-89/
3975-4049								49-99/	48-97/	48-96/	47-94/	46-88/
3900-3974								49-100/	48-98/	47-96/	46-93/	45-87/
3825-3899								48-100/	48-99/	47-97/	46-95/	45-92/
3750-3824								47-99/	47-98/	46-97/	45-95/	44-92/
3675-3749								47-100/	46-99/	46-98/	45-96/	44-93/
3600-3674								46-99/	45-98/	45-97/	44-95/	43-92/
3525-3599								46-100/	45-99/	44-97/	43-94/	42-91/
3450-3524								45-100/	45-99/	45-98/	42-93/	41-89/
3375-3449								44-99/	44-99/	43-97/	41-91/	40-89/
3300-3374								44-100/	43-98/	43-97/	42-95/	41-92/
3225-3299	44-100/	43-98/	42-97/	42-96/	41-94/	40-92/	40-91/	39-90/	39-89/	38-88/	37-85/	
3150-3224	43-99/	42-97/	41-95/	41-95/	40-93/	39-91/	38-89/	38-88/	37-87/	37-85/	37-84/	
3075-3149	42-97/	41-96/	40-94/	40-93/	39-91/	38-89/	38-88/	37-86/	36-85/	36-82/	35-80/	
3000-3074	41-96/	40-94/	39-93/	39-92/	38-90/	37-88/	37-87/	36-85/	35-83/	34-81/	33-75/	
2925-2999	40-95/	39-93/	38-91/	38-91/	37-89/	36-87/	36-86/	35-85/	34-82/	34-80/	33-78/	
2850-2924	39-93/	38-92/	37-90/	37-89/	36-87/	35-85/	35-84/	34-83/	33-81/	33-80/	32-77/	
2775-2849	38-92/	37-90/	36-89/	36-88/	35-86/	34-85/	34-84/	33-82/	32-80/	32-78/	31-76/	
2700-2774	37-91/	36-89/	35-87/	35-87/	34-85/	33-84/	33-83/	32-81/	31-78/	31-77/	30-75/	
2625-2699	36-89/	35-88/	34-87/	34-86/	33-85/	32-83/	32-82/	31-79/	30-78/	30-76/	29-65/	
2550-2624	35-88/	34-87/	33-86/	33-85/	32-83/	31-81/	31-80/	30-79/	29-78/			
2475-2549	34-87/	33-86/	32-85/	32-84/	31-82/	30-81/	30-80/	29-79/				
2400-2474	33-87/	32-85/	31-85/	31-83/	30-81/	29-71/						
2325-2399	32-85/	31-84/	30-83/	30-82/	29-71/							
2250-2324	31-84/	30-83/	29-73/									
2175-2249	30-83/	29-73/										
2100-2174	29-73/											
	1	2	3	4	5	6	7	8	9	10	11	

forty-first, forty-second, forty-third, and forty-fourth weeks of instruction.

The construction of the scales is such that the range of strokes the students are likely to type, during the time limitation of the test, has been placed to the left of the scale. A range of errors from 0 to 11 has been distributed across the top of the scale.

Upon the completion of a timed writing test on any material having the cumulative strokes indicated at the end of each line, the student or teacher should check the paper to determine the number of strokes written and the number of errors made.

The second step involves the use of the scales. The person checking should follow down the column headed *Strokes* until he finds the range in which lies the number of strokes written. Upon moving to the right to the proper *Error* column, one finds the net rate per minute and the percentage grade. At the discretion of the teacher, the letter grade equivalent for the percentage grade may be placed in the space allowed for this purpose.

The scales are to be read as follows (using the scale for the thirty-sixth week of instruction as an example):

Any student writing a total of 3,700 strokes with 4 errors has a net speed (based on International Rules for Scoring Typewriting Tests) of 47 words per minute, with a percentage grade

of 100, and/or the letter grade of the local school that is equivalent to the percentage grade.

Any student writing a total of 3,200 strokes with 5 errors has a net speed of 39 words per minute with a percentage grade of 91, and/or the letter grade of the local school that is equivalent to the percentage grade.

Any student writing a total of 2,600 strokes with 8 errors has a net speed of 29 words per minute with a grade of 68 per cent, and/or the letter grade of the local school that is equivalent to the percentage grade. In the majority of schools such a percentage grade is the equivalent of an "F," or failing mark.

Instructors should observe that in error columns 10 and 11 there is greater variance between the percentage grades than between any other two consecutive error columns. The variance has been based on the principle that no test should have more than ten errors; yet some allowance has been made for those students who do make eleven or more errors. The scales are flexible in that they may be used in any one of three ways for papers with more than eleven errors, as:

1. The instructor may refuse to accept any paper with more than 11 errors.
2. The instructor may accept but count as "failing" any paper with more than 11 errors.
3. The instructor may count more than 11 errors as being only 11 errors, as the eleventh error has been considered as "F," or "failing," in the calculations, and it is obvious that additional errors also would be considered "F," or "failing."

JOHN T. HENDERSON, for over 50 years president of the Oberlin School of Commerce, died August 5 at Oberlin, Ohio.

Mr. Henderson was born on a farm near McConnelsville, Ohio, May 18, 1862. For several years he taught in the country schools of Morgan County and later attended Baldwin Wallace College. Following his work in that school he was employed in a bank at Berea.

Early in his teaching career he became interested in penmanship. It was this interest that first motivated him to come to Oberlin, where he might study writing under Uriah McKee, one of the great penmen of his day. Up to the time he was taken sick his signature was a marvel of beauty, symmetry, and accuracy.

Mr. McKee was very much impressed with his earnestness and his ability and soon induced him to purchase an interest in the school, then called the Oberlin Business College. Shortly after that, Mr. Henderson purchased Mr. McKee's interest and became the head of the school, which place he held up till the time of his death.

Thirty-three years ago, he, with others, founded the Peoples Banking Company at Oberlin. Mr. Henderson was made president at that time and had held that title uninterruptedly till the time of his death.

Mr. Henderson was an outstanding character in his community. He was especially known for his sincerity, his kindness, his helpfulness. His influence on the lives of thousands of young people with whom he came in contact will continue indefinitely.



# Distributive Education Is Business Education

G. HENRY RICHERT

IT is estimated that each year approximately 150,000 young people in the United States, from eighteen to nineteen years of age, obtain their first employment in distributive organizations. In addition to this number, some 130,000 workers between the ages of twenty and twenty-four enter the distributive field each year.

The greater proportion of the approximately 280,000 young people who yearly enter the distributive field are drawn from the ranks of high school graduates. The responsibility for the training of these young people rests, therefore, with the high school.

Distributive education is a part of business education, and it follows that courses in distributive education should logically be offered in the commercial department. It is at this point that the responsibility of the commercial-department head and teacher of salesmanship and retailing begins.

These two persons will have to do some clear thinking, probably take some energetic action, outline with care the objectives of the courses they propose to offer, and arrange with discrimination the subject-matter units within these courses. The teacher of salesmanship and retailing will have to understand and apply selling and merchandising principles.

Selling effort takes place all along the line, from the producer or manufacturer, through the wholesaler to the retailer, who sells to the ultimate consumer.

In this chain of distribution, retailers are the most numerous. Young people are absorbed yearly into each of these distributive occupations, the greatest number into retailing.

It is interesting to note how high school

administrators and Boards of Education have interpreted these facts and to observe the type of courses they have introduced into the commercial curriculum to meet these needs. Salesmanship, by common consent, seems to be considered the basic or foundation distributive subject. The emphasis is sometimes placed upon wholesale or specialty selling, of particular interest to boys and young men; and sometimes upon retail selling or store salesmanship, of interest to both boys and girls.

A course in *retailing*, in my opinion, is not synonymous with a course in *retail selling* or *store salesmanship*. If the course is to be an exploratory or orientation course for prospective retail employees who want to have an intelligent understanding of all the important problems of retailing, it should be broad enough in scope to include the four accepted divisions of retail store activity; namely, store operation, merchandising, sales promotion, and accounting and control.

If the courses in salesmanship and retailing are not preparatory to later co-operative part-time work and are the only distributive subjects offered in the curriculum, then it would seem logical that they be offered in the senior year. If the courses are preparatory and serve as exploratory or orientation courses for later co-operative

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◆ **About G. Henry Richert:** On special assignment in Washington, D. C. Formerly instructor in retailing, Rockford (Illinoi's) High School; educational director, Charles V. Weise Department Store of Rockford. Degrees from Illinois State Normal University and Northwestern University; graduate of the Sheldon School of Salesmanship. Many years of experience in selling and teaching. Author of a recent textbook and several articles on retailing.

part-time work in retailing or general selling, reimbursable under the George-Deen Act, they might well be offered in the first and second semester of the junior year. There is observable a trend toward offering the preparatory courses in the senior year and placing the co-operative part-time arrangement on the postgraduate level.

## III

Merchandise information may be offered on either the preparatory or co-operative part-time level, but it would seem that this information would be more pertinent and more valuable if given after the student has learned the general principles of retailing and salesmanship and has had an opportunity to form some conclusion as to the particular kind of distributive business he would like to enter.

Determining the relationship of salesmanship instruction to consumer education requires clear, analytical thinking. To what extent can both be taught in the same course? It would seem that the answer to this question would come from a careful analysis of the objectives of both kinds of instruction and an accurate appraisal of the extent to which these objectives coincide.

There is observable a fairly general tendency to offer salesmanship and consumer education in two separate courses. This trend is understandable when one considers the large amount of educational material available in each field and the divergence of objectives.

The Smith-Hughes Act, passed in 1917, gave Federal aid to states carrying on training programs for workers in agriculture and in trades and industries. These workers are producers. The Act likewise aided instruction in home economics for girls and women. These students are consumers.

The George-Deen Act, approved June 8, 1936, added to the aid for the other forms of vocational education an appropriation to encourage training for the distributive occupations. It was felt that this phase of business education was so important that it justified the use of Federal funds in order to stimulate educational efforts in behalf of that large group of people engaged in selling products or services, or for young people

who might plan to enter these occupations.

The passage of the George-Deen Act has unquestionably served to stimulate interest in distributive education in schools and among businessmen generally. High school classes, it is true, can be reimbursed only if they are on a co-operative part-time basis; that is, if the students in the class are engaged approximately half-time in actual store or sales work and are paid for this work. The extent to which such classes can be established in any one state is determined by the policies of that state as established by the State Board of Vocational Education.

In the absence of any outside aid, the high school in the average American community can serve the interests of local merchants and prospective salespeople among the student body very well by engaging a competent, occupationally experienced teacher, by using modern textbooks and the large number of other instructional aids available, and by offering full-time background courses in general salesmanship, retailing and such other related work as may be desired.

The George-Deen Act is making one very important contribution to commercial education. The states co-operating in the program of distributive education are insisting unanimously that the teachers engaged have adequate actual business experience in the field in which they are to teach. This is true in the selection of teachers for adult evening classes and for teachers of high school co-operative classes.

This general insistence that teachers must have actual business experience will have its effects, in time, upon the selection of teachers for other subjects in the commercial curriculum. The far-sighted commercial teacher will anticipate this trend by obtaining, during the summer months, practical business experience of a kind that relates to and will make more meaningful the subjects he teaches. He will find that the businessmen and women of his community will listen to him with greater respect and repose more confidence in his judgment if he has had such experience.

One problem of teachers of distributive

subjects is the securing of adequate teaching materials. A course in salesmanship or retailing can be greatly enriched by the use of books, magazines, trade journals, and manufacturers' printed material.

A letter addressed to the U. S. Office of Education, Washington, D. C., will bring to the teacher a complete bibliography of source material in distributive education. A similar letter addressed to the Director of Vocational Education or to the Supervisor of Distributive Education in the capital city of the state in which the teacher resides should also bring helpful suggestions. Both the U. S. Office of Education and your state supervisor of distributive education can suggest sources from which special material may be obtained.

### A.B.W.A. Elects Officers

MEMBERS of the American Business Writing Association approved the choice of its nominating committee and elected, by mail ballot, the following officers for 1939-40:

*President:* R. R. Aurner, University of Wisconsin, Madison.

*Eastern Vice-President:* N. W. Barnes, Columbia University, New York, N. Y.

*Southern Vice-President:* W. P. Boyd, University of Texas, Austin.

*Midwest Vice-President:* Alta Gwinn Saunders, University of Illinois, Urbana.

*Western Vice-President:* Carl Naether, University of Southern California, Los Angeles.

*Secretary-Treasurer:* C. R. Anderson, University of Illinois, Urbana.

*Directors, three-year terms:* N. W. Barnes, Columbia University; Alta Gwinn Saunders, University of Illinois; E. J. Kilduff, New York University, New York City.

L. W. McKelvey, Northwestern University, and Roy Davis, Boston University, are carry-over directors who complete the roster.

Membership in the American Business Writing Association is open to all persons interested in the teaching of business writing. Dues of \$2 a year include a subscription to the *ABWA Bulletin*, which provides news, suggestions, and excellent bibliographies. The *Bulletin* is ably edited by C. R. Anderson, secretary-treasurer of the Association. Mr. Anderson's address is 304 Commerce Building, Urbana, Illinois.

The Association held its first national convention in Chicago during Christmas week, 1938. Complete information about the second annual convention will be announced later.

### Wanted—Back Numbers

THE following back numbers of the *National Business Education Quarterly* are needed by the library of Boston University, College of Business Administration:

October, 1933, Vol. 2, No. 1.

December, 1933, Vol. 2, No. 2.

If you can supply either or both, please write direct to Margaret S. Locke, Librarian, Boston University, 525 Boylston Street, Boston.

PI Rho Zeta International Fraternity and Sorority held its first biennial conclave in Milwaukee, June 16-18. Host and hostess chapters were Lambda, Epsilon, and Spencerian Alumni, of Spencerian College, Milwaukee.

In addition to business meetings, the conclave included many social events. The keynote speaker was Hon. John C. Kleczka, Judge of Circuit Court of Milwaukee. Grand President J. I. Kinman presided at all the business meetings and also addressed the group at a dinner dance.

Karr Business University, Van Wert, Ohio, conferred upon Mr. Kinman the honorary degree of Doctor of Business Administration, in appreciation of his social, civic, and business achievements.

National officers are:

*Grand President:* J. I. Kinman, Kinman Business University, Spokane, Washington.

*Grand First Vice-President:* Catherine S. Walsh, Walsh School of Business Science, Miami, Florida.

*Grand Second Vice-President:* S. B. Dykes, Arizona College of Commerce, Tucson, Arizona.

*Executive Secretary:* C. W. Woodward, College of Commerce, Burlington, Iowa.

*Grand Treasurer:* Miriam L. Barnhill, Kinman Business University, Spokane, Washington.

P. MYERS HEIGES, head of the commercial department at Central High School, Newark, New Jersey, and co-author of a recently published text on general record keeping, was appointed treasurer of the Eastern Commercial Teachers Association at a recent meeting of the Executive Board.

Mr. Heiges succeeds Arnold Lloyd, of Philadelphia, former treasurer of the Association, who resigned during the summer because of poor health.



# Vocational Vocabulary Letters

HARM HARMS and PAULINE HARMS

## No. 1—An Insurance Letter

**EDITOR'S NOTE**—During the last few years, we have heard a great deal about mastering the most frequently used words. However, as soon as a student accepts a stenographic position, his own list of most frequently used words will be influenced decidedly by the terminology of this new occupation.

Here is a letter containing the fifty most frequently used words in the insurance business. A few common insurance terms of high frequency have purposely been omitted. This letter was prepared by Harm Harms, director of commercial training, and Pauline Harms, instructor in shorthand, at Capitol University, Columbus. Mr. and Mrs. Harms are authors of the "Individual Method of Learning Gregg Shorthand." Similar letters for other branches of business will appear in subsequent issues of the **BUSINESS EDUCATION WORLD**.

November 1, 1939

Mr. Arthur Smith,  
629 East State Street,  
Tampa, Florida

Dear Mr. Smith:

Your endowment<sup>20</sup> policy does not have an endorsement. We suggest that the disability clause be deferred until you check<sup>40</sup> with the beneficiary. It may be that a non-cancellable form will not be needed since the hazard<sup>60</sup> is not great.

The accumulations of your annuity as given by the actuary are assets<sup>80</sup> against which you may place a lien in case adverse circumstances should arise.

The assignee may use the alternate<sup>100</sup> option and pay brokerage fee on the convertible participating contract.

You are not now insurable<sup>120</sup> and should not allow your policy to lapse; for in case of lapsation your estate would be impaired, as<sup>140</sup> reinsurance would be out of the question. In case of reinstatement we would have to reissue, the restoration<sup>160</sup> to go into effect immediately.

Please tell your friend that by accelerating the payments and<sup>180</sup> prorating the premiums we could indemnify him with an indemnity far in excess of his present<sup>200</sup> coverage, due to restrictions and riders on his present policy. In case of forfeiture the termination<sup>220</sup> of the contract by the underwriter is, of course, certain.

In case of accidental death, the administrator<sup>240</sup> could settle the matter for the insured, and the beneficiary could be assured of a payment<sup>260</sup> in keeping with the comprehensive form of contract, including collision, windstorm, tornado, and bodily<sup>280</sup> injury.

Tell him that he will not be rejected, since the mortality of his group is not high. He should arrange<sup>300</sup> his premiums on a semiannual basis with a waiver clause included.

Very sincerely yours, (320)

HH:ds



# Teaching Climate With a Graph Map

J. SULLIVAN GIBSON, Ph.D.

**EDITOR'S NOTE**—In this article Dr. Gibson gives specific directions for the analysis of the individual graphs and for a comparative study of the graphs in selected regions of the United States. Similar climatic graphs are widely used in textbooks and in geographic literature. Students readily learn to read the facts of climate from such graphs more understandingly than from printed descriptions.

—DOUGLAS C. RIDGLEY, Series Editor.

THE teacher of economic geography cannot proceed far without emphasizing the great importance of climate as a factor of economic life. His success demands early introduction and careful treatment of the subject of climate through the use of specific information grounded on quantitative data, properly correlated and interpreted.

The proven merit of climatic graphs in gaining an understanding of the climate of a given place warrants their use as a map feature in studying the areal distribution of climatic phenomena within a given area. The accompanying map, which combines graphically temperature, precipitation, and wind-direction data for twenty-eight carefully chosen stations, serves as a convenient device for studying the climate of the United States.

## *Aims and Approach*

A study involving the use of any specific device necessarily has two achievement goals: (1) thorough acquaintance with the plan and operation of the device, and (2) interpretation and correlation of specific facts revealed through the use of the device.

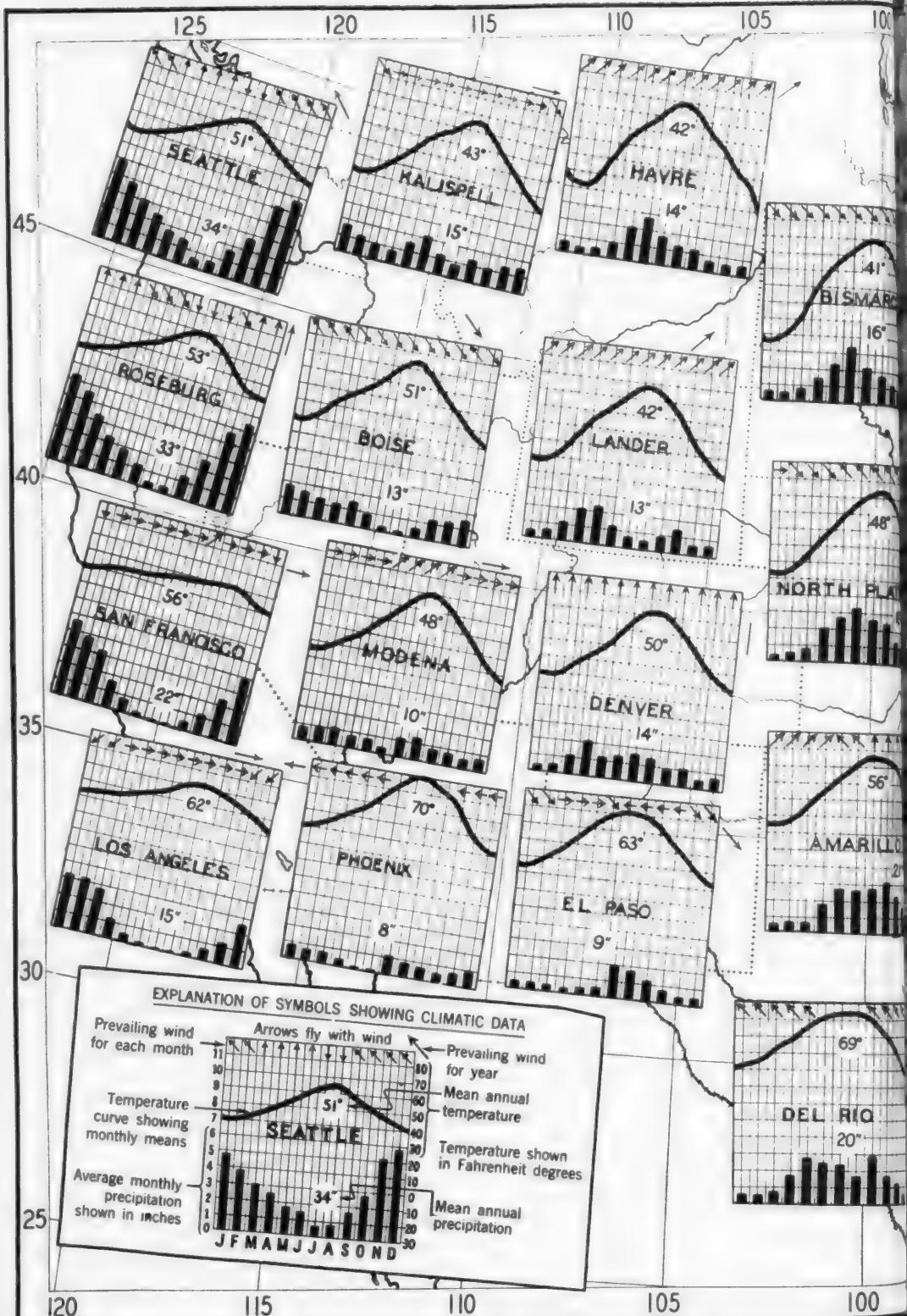
At no time during the learning process need a person pursue one of these goals to the exclusion of the other, but major emphasis must center on the first goal until the learner masters the device sufficiently to enable him to use it accurately and efficiently.

An apprentice will perform some satisfactory work while learning to operate a given machine; so will a student learn something of the climate of the United States while learning to interpret and use the accompanying map. As the student acquires skill in interpreting the map symbols, the teacher may gradually shift the emphasis to the interpretation and correlation of specific climatic data and their translation into meaningful climatic information. But, throughout the study, continued drill in graph reading will facilitate speed and accuracy in interpreting and organizing climatic facts.

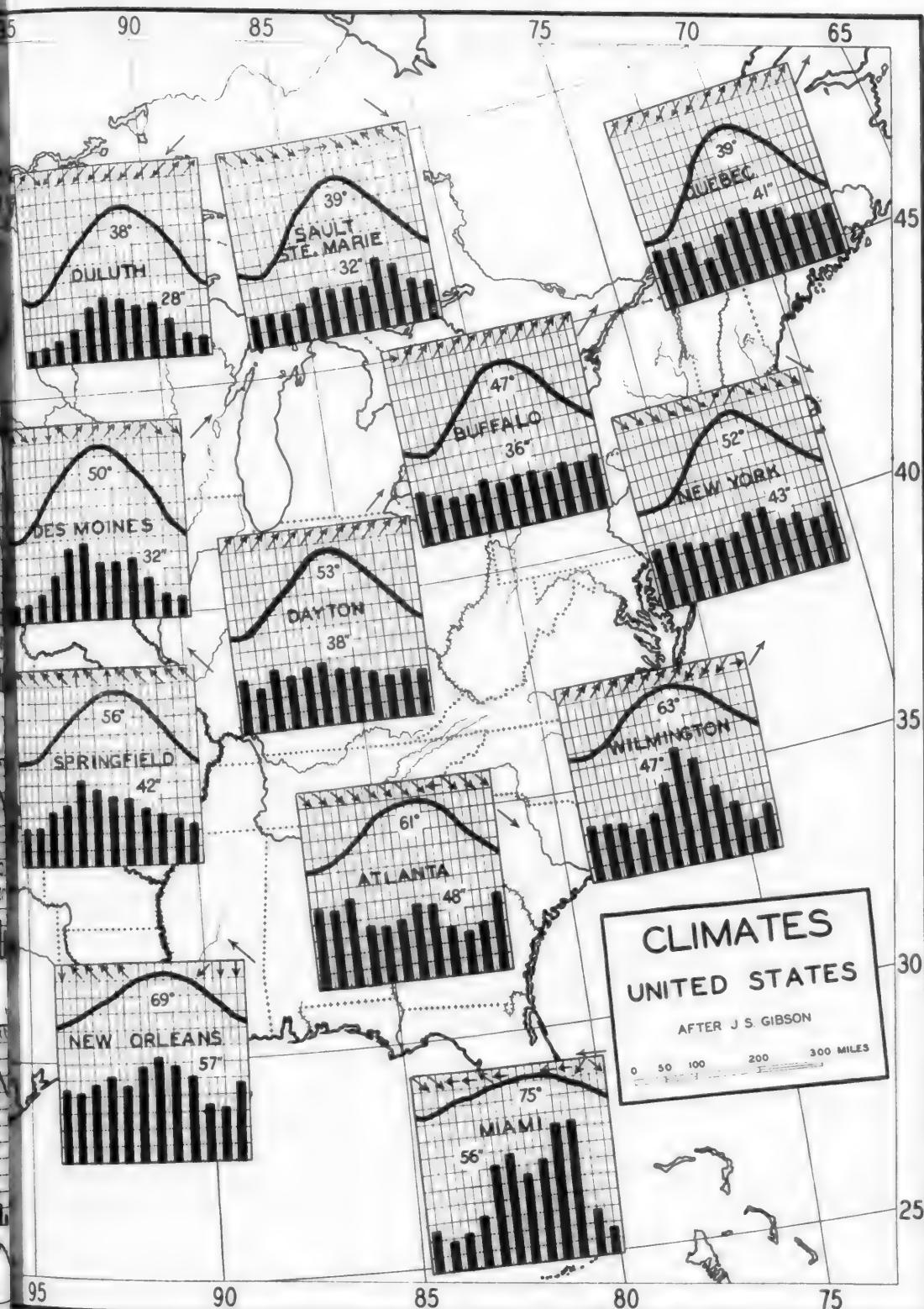
The following plan for the use of the accompanying map in teaching the climate of the United States emphasizes the first goal given here. It stresses the importance of drill in graph reading and graph interpretation, and suggests a routine that will lead to the acquiring of definite necessary skills. The plan introduces some of the interpretations that constitute the core of the second

*(Continued on page 30)*

◆ **About Dr. Gibson:** Degrees from Abilene Christian College, University of Wisconsin, and Clark University. Professor of geography and head of geography department, State Teachers College, Livingston, Alabama. Research geographer, Tennessee Valley Authority, three years. Author of four books, a wall map, and several magazine articles.



MAP CONSTRUCTED ON THE BASIS OF THE AUTHOR'S WALL MAP DEPICTING RAINFALL



ATURE, AND WINDS AT 89 WEATHER BUREAU STATIONS. TWENTY-EIGHT STATIONS USED HERE.

goal, but it does not outline their thorough treatment. Continuation of this procedure might well involve several additional lessons, depending upon the time available and the degree of thoroughness desired.

### *Graph Analysis Drill*

The average student sees in this map a distribution of familiar place names, each associated with a virtually meaningless graph. The place names, state outlines, etc., at once take on definite geographic meanings; but the apparent complexity of the graphs discourages voluntary study. If the teacher succeeds in the use of this teaching device, he must develop in his students an appreciation for the graphs and an ability to read and interpret them. Careful study of the key graph and repeated drill in analyzing the different components of the several graphs produce the desired skills. The following suggestions for such drill prove helpful.

- I. Annual calendar—time element: Drill for speed and accuracy in associating particular parts of a graph with proper seasons or months (midsummer, midwinter, early spring, early autumn, July, March, etc.)
- II. Temperature curve:
  - A. Drill for skill in recognizing the annual courses of temperature:
    1. Flatness: tendency toward slight range (San Francisco).
    2. Sharpness: sharp summer peak, large range (North Platte).
    3. Slow rise in spring, rapid drop in autumn (New Orleans).
    4. Relative lengths of winter and summer (long summer—Del Rio; long winter—Bismarck).
    5. March of seasons (retarded—Miami; on time—Denver).
  - B. Drill for skill in recognizing height of temperature:
    1. Mean annual.
    2. Hottest month.
    3. Number of months above 60° (or some other given temperature).
    4. Coldest month.
    5. Number of months below 30° (or some other given temperature).
    6. Annual range of temperature.
- III. Precipitation curve:
  - A. Drill for skill in recognizing the annual courses of precipitation:

1. Even distribution throughout year (Buffalo).
2. Sharp summer peak with relatively dry winter (Bismarck).
3. Ample at all seasons but maximum in summer (Springfield).
4. Rainy winters with relatively dry summers (San Francisco).
5. Rain at all seasons but maximum in winter (Seattle).
6. Distinct spring maximum (Atlanta).
7. Distinct autumn minimum (Atlanta).
8. Dry all year (Phoenix).

B. Drill for skill in recognizing amount of precipitation:

1. Mean annual.
2. Rainiest month, with amount.
3. Number of rainy months (exceeding 3 inches, or other given amount).
4. Amount of precipitation during each season.
5. Driest month, with amount.
6. Number of dry months (less than 2 inches, or other given amount).

IV. Wind direction arrows: Drill for skill in recognizing tendencies in wind direction:

1. One dominant direction throughout year (Lander, Bismarck, Havre).
2. One direction dominating at a given season, another direction dominating at another season (Los Angeles, Quebec).
3. Little or no correlation between season and wind direction (Miami, El Paso).

### *Correlation of Climatic Data*

After drill along the lines just suggested has progressed to the extent that students read accurately and readily factual data from graphs, increased emphasis should fall on the correlation of various kinds of data, and on the translation of such correlation into meaningful climatic information. The aim at this juncture is definitely twofold. Although mastery of symbols is not yet complete, the motive of acquiring climatic information is an ever-growing one. If the student keeps in mind the fact that each graph represents the climate of a given, specific place, definite relationships of climate to place become fixed concepts.

The teacher should not delay too long the introduction of climatic types and climatic regions. As soon as the graphs take on definite meaning, students begin to observe from them differences in seasonal courses of temperature and precipitation, differences in annual and seasonal amounts

of these two elements, and differences in their seasonal combinations.

The analytic-minded student will observe in the San Francisco graph a *cool winter, cool summer*—*rainy winter, dry summer* combination; in North Platte he will recognize a *cold winter, hot summer*—*dry winter, rainy summer* combination. This suggests the possibility of grouping the several graphs into types and thus dividing the country into climatic regions.

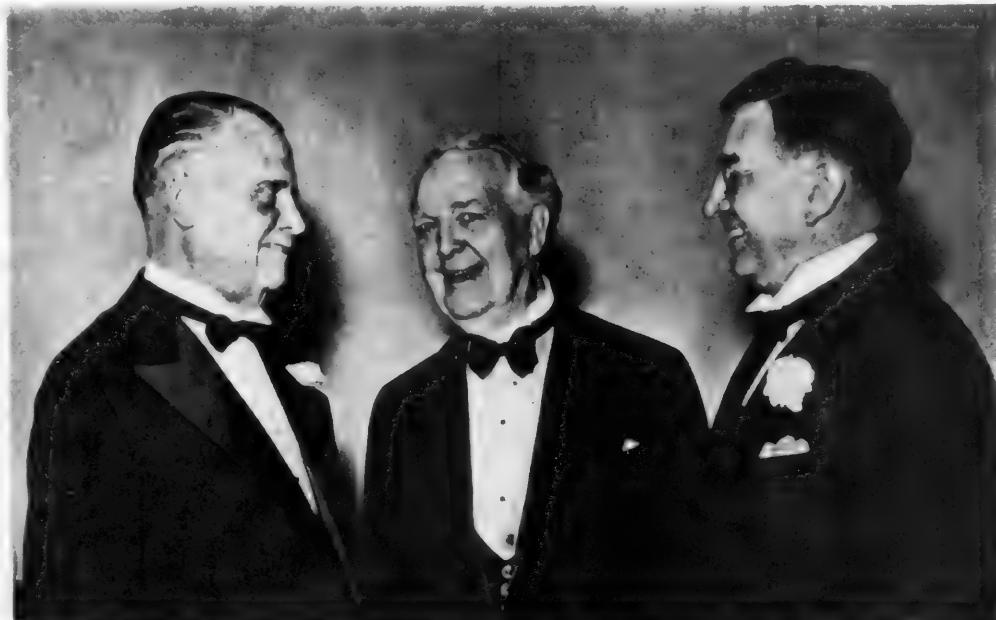
The teacher must anticipate the inevitable tendencies to classify graphs and to set up climatic regions; and he must be prepared with some definite system in mind.

The accompanying map is purely quantitative and factual, leaving the user to make

his own interpretations. Therefore, any one of several widely used systems of climatic classifications will suffice.

The teacher must decide for himself the extent to which he will carry the study of climate *per se* and the time and place at which he will shift the emphasis from climate to the climatic factor of economic geography. The writer recommends very early introduction of relationships between climate and other factors of economic geography, but he wishes to emphasize the strong desirability of maintaining a climatic point of view until thorough grounding in facts and principles of climate insures ability to make sound correlations between climate and other factors of economic geography.

## Friends Pay Tribute to James L. Holtsclaw



FRANK CODY

JOHN ROBERT GREGG

JAMES L. HOLTSCLAW

**F**RIENDS of James L. Holtsclaw, supervising principal of commercial education in the Detroit Public Schools, honored him on June 3 with a banquet in the Fort Shelby Hotel of Detroit. The occasion was Mr. Holtsclaw's thirtieth anniversary in the Detroit schools.

In addition to his supervisory responsibilities for commercial education, Mr. Holtsclaw is principal of the High School of Com-

merce of Detroit and director of secretarial science in Wayne University.

Dr. John Robert Gregg was a guest and speaker at the banquet. Other speakers included Superintendent Frank Cody and Rudolph E. Hofelich.

The banquet was attended by some 350 persons who had been associated with Mr. Holtsclaw in his educational activities, many of which are national in scope.

# Wondering AND Wandering



WITH

LOUIS A. LESLIE



**A**LMOST exactly thirty-two years ago, in May, 1907, *The Gregg Writer* quoted the following paragraph from a magazine called *The Stenographer*:

There is something incongruous in a gathering of intelligent teachers eagerly watching several typists try to gain a high speed merely for the sake of speed alone. Will the businessman inquire of the typist how fast he wrote the letter? Will he not rather ascertain if the words have been spelled correctly, if the arrangement be fitting and pleasing? Why, then, should the strife of a typewriting contest not be over these things?

You see, typewriting speed contests had their critics even in the cradle! This quotation interested me especially because, as I have noted in other similar instances, it is so much easier to look back dispassionately on bygone events than it is to study similar events while they are still happening.

Is there one typewriting teacher today who would contend that the typewriting speed contests did not perform an irreplaceable function in raising standards of performance in typewriting of all kinds? Surely every one of us will admit that the art of typewriting today is far ahead of the point it could have reached had there been no typewriting contests.

True, contests were "for the sake of speed alone," but the speeds demonstrated in those contests were a potent factor in improving the teaching methods, and hence the typewriting achievements, in public and private schools all over this country.

The article somewhat naively asks, "Will

the businessman inquire of the typist how fast he wrote the letter?" Some of you have probably heard this thirty-two-year-old question voiced within the past twelvemonth. If its present vitality continues, this question will become a deathless classic like "Have you stopped beating your wife?" Neither question is susceptible of a yes-or-no answer.

When the questioner triumphantly asks, "Will the businessman inquire of the typist how fast he wrote the letter?" he is not even seeking an answer. He feels that he is crushing you with a rhetorical question. But stay a moment, for rhetorical questions are seldom actually so crushing as at first they may seem to be.

No, of course the businessman will not "inquire of the typist how fast she wrote the letter." If he were to do so the answer would not help him, because speed in words a minute means little or nothing to the businessman. If we must make a literal answer to the literal meaning of the question, we must say, "No, the businessman does not inquire of the typist how fast he wrote the letter."

But although the businessman has no words-a-minute standards of speed, he does have his own production standards. In the small, one-stenographer office, he knows that the ordinary stenographer should be able to handle all his dictation, answer the telephone, do the filing, and get out an occasional mimeographed bulletin for him—and have a little time left now and then.

When he gets a new stenographer who never seems to be able to get the filing done and who forces him to send out the mimeographing because the dictation is too far behind, he knows that the newcomer is too slow; and if he doesn't improve rapidly and noticeably there will soon be another stenographer, who can do all the things that normally go with the job.

Unless a stenographer has good speed in shorthand, he can't get the dictation down completely and legibly. Unless he has good speed on the typewriter, he can never hope to have high speed in transcription. And unless he has good speed in transcription, he can't get the work out fast enough to

meet the standards set by previous competent holders of the same job.

The businessman will not inquire of the typist how fast he wrote the letter. He doesn't have to inquire; he knows without inquiring.

A careful reading of our thirty-two-year-old paragraph reveals that then, as now, these critics of speed in shorthand and typewriting seem to take it for granted that speed and good work are antithetical. As a matter of fact, the contrary is true; speed and good work are usually complementary. The fast worker is usually the best worker.

There are exceptions, as there are exceptions to almost any statement that can be made about human beings. But, in general, the one who has the ambition and mental ability to write shorthand at a high speed or to type rapidly is also the one who has what it takes to turn out neat, accurate work in the office.

Let us not be misled into assuming that the fast writer is necessarily incapable of producing good work or that the slow worker will necessarily do better work merely because he is slow.

• • In May, 1906, the leading article in *The Gregg Writer* contained this statement, which answers a question still asked every day by some shorthand teacher somewhere:

The simple truth that speed does not depend so much upon the *brevity* of the form as upon the *nature* of it had not been brought home to the writers of that time, and there are many who do not appreciate it even now. Still less attention had been given to the *mental equation*, the thinking out of the forms to be written—involved thinking necessarily causing hesitancy and slowness in writing.

The italics in the paragraph are mine—I couldn't resist them! There are two outstanding stenographic truths in this one paragraph. In the first sentence we have the explanation of the seeming paradox found in the conclusion of the expert writer that he has more trouble with a small shorthand outline such as that for *worry* than he does with the much larger outline for *greater*. Each shorthand outline has three characters. In the one outline, we have three tiny characters occupying very little

space; in the other, we have three large characters covering quite a bit of territory. Still, the long outline is really the more facile of the two.

The second sentence contains an even more important truth, that the most serious source of delay is the *mental equation*. A long outline that is easy to think of is faster than a shorter or more facile outline that slows the mental processes of the shorthand writer. That is why too many shortcuts do more harm than good. That is why the experienced reporter gradually abandons shortcuts and uses a fuller, more complete style of writing.

In this same article, the writer quotes from a correspondent who found in a shorthand book (not a Gregg book!) current in 1906 the following phrase, all in one shorthand outline: "To look at these old meshes of parti-colored yarn."

Isn't that a noble collection of words to be squeezed into one shorthand outline? Don't you suppose that the shorthand writer could probably write those ten words in full several times over while he was trying to remember or construct such a phrase? Of course he could. And the same principle holds true in hundreds of other cases less obvious and striking than this one.

That leading article of thirty-three years ago is just as good stenographic doctrine today as it was thirty-three years ago.

• • We find in *Ken* the information that Adolph Hitler does not use stenographers when preparing for important speeches. *Ken* says that Hitler dictates direct to the typewriter with a crew of typists, often working all night, and that he makes almost no changes in his first draft. I'll bet those typists concentrate!

• • *Time* prints an exceedingly ingenious letter of application. We reprint it here with the earnest recommendation that you do not copy it, because probably at least a thousand other people have tried it since it was published in *Time*, and I don't think your prospective employer would be influenced in your favor if you were to add one more bottle to the stack already on his

desk! The merit of these "trick" application letters is their originality and selling power. If you can't think up a trick that will be both original and good, stick to the good old-fashioned letter of application. *Time* says:

At Massachusetts Institute of Technology Senior John A. West, Jr., like many another near-graduate, began to think about getting a job. Having failed to get one by ordinary methods, John West tried a novel scheme. He wrote a note, made 81 copies, slipped each copy into a bottle, mailed the bottles to 81 advertising agencies.

His note: "Stranded! On an island in Cambridge, Mass., a college graduate-to-be in June, will work like mad for passage into port. Gold stored here with me (training in arts, sciences, business . . .). You're going ahead and I'm going your way. Have you room in the hold for a man who can prove he's worth his salt?"

Soon John West began to get replies. Said one: "Altering course to pick you up."

When he graduated last week, John West had a job with a Philadelphia advertising agency.

## Tri-State to Meet October 6 and 7

THE regular fall meeting of the Tri-State Commercial Education Association will be held in the William Penn Hotel, Pittsburgh, on October 6 and 7.

A detailed program is not available as we go to press, but we can safely predict the usual excellent professional program.

The officers of the Association are as follows:

*President:* Dr. Elmer G. Miller, director of commercial education, Pittsburgh Public Schools.

*First Vice-President:* Karl M. Maukert, Duff's Iron City College, Pittsburgh.

*Second Vice-President:* William A. Walter, High School, Crafton, Pennsylvania.

*Treasurer:* Russell P. Bobbitt, Fifth Avenue High School, Pittsburgh.

*Secretary:* Galia M. Null, High School, Greensburg, Pennsylvania.

The members of the Executive Board are:

D. D. Lessenberry, University of Pittsburgh; W. B. Elliott, Elliott School of Commerce, Wheeling, West Virginia; R. F. Webb, State Teachers College, Indiana, Pennsylvania; Margaret H. Ely, Margaret Morrison Carnegie College, Carnegie Institute of Technology, Pittsburgh; and Kennard E. Goodman, John Hay High School, Cleveland.

DR. Frank E. Lakey, for thirty-seven years a teacher in the Boston school system and for the past thirteen years head of the commercial department of the Dorchester High School for Boys, retired from active service in June. Prior to coming to Boston, Dr. Lakey had taught in the high schools of Providence and Pawtucket, Rhode Island.

During his long and useful career, Dr. Lakey's interests have been of broad scope. In addition to his classroom teaching, his responsibilities as principal in a Boston evening high school, and the teaching of pedagogy and psychology for eighteen years at Burdett College, he participated actively in several professional associations and civic and fraternal organizations and is an active member of his church.

He founded and is a past president of the New England Commercial High School Teachers Association, and has held the same office in several other professional associations.

Dr. Lakey, a scholar and avid student, has earned five degrees from three universities, including a Doctor of Philosophy from Brown University.

The B.E.W. joins with Dr. Lakey's friends and colleagues in congratulating him upon a splendid record of service in the past and in wishing him, in full measure, the benefits to be derived from a well-earned leisure.

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WILL CHRISTOPHER WOOD, for thirty-five years prominent in California's educational and political life, died on May 15 at his home in Piedmont after an illness of several years.

Mr. Wood advanced from high school principal in Fairfield to superintendent of schools in Alameda. Five years later he became state commissioner of secondary schools, and after five more years was elected state superintendent of instruction.

He was often mentioned as a candidate for Governor, notably in 1922, when he refused the presidency of the University of Arizona at twice the salary he received as state superintendent of California.

Mr. Wood was president of the National Council of State Departments of Education in 1919-1920, and in 1927 Governor C. C. Young appointed him superintendent of the state banking department. After his retirement from school activities he became vice-president of the Bank of America.

Mr. Wood helped to launch the campaign in which Herbert Hoover was elected President of the United States.



## We Talk Too Much

ETHEL  
H.  
WOOD

*I love its ceaseless gurgle; I love its steady flow;  
I love my mouth in motion; I love to hear it go.*

—Author unknown.

**A**HIGH school girl stormed out of the classroom a short time ago: "I knew how to write those words when I went to class," she wailed. "Now I don't know whether to use the left *s*, the right *s*, or any *s* at all! Why—why—WHY does she always have to talk so much and upset things we know?"

Food for thought, all right—and the indictment too true. Most of us thoroughly enjoy telling others how things should be done. In commercial courses as well as in history, English, science, mathematics, how often the work in the class period is simply a rehashing of the textbook work that pupils have (or should have) studied in preparation for the day's lesson!

Again and again, shorthand teachers explain, teach, and explain again principles and theory that any normal high school pupil can learn for himself in less time, generally, than the teacher uses in helping him understand it—in predigesting it for him. And how many of us have never been guilty of telling a student (as no employer ever would) the exact margins and the exact distance from the top of the page for the placing of a transcript—"Five spaces down for the date line. Four spaces more for the address. Type the signature six spaces below the complimentary close. Set the marginal stops at ten and sixty."

It all has a too, too familiar sound.

A few years ago I was observing a beginning typewriting class. Perhaps it was coincidence, but practically every time I went into the laboratory, I found the pupils sit-

ting quietly at their typewriters while the teacher, sitting at her desk (*not* at her typewriter), explained to them how typewriting should be done and what opportunities there are for good typists. More than once I caught the exchange of bored glances or noticed some smug child calmly writing English compositions or personal letters under the pretense of taking notes on the lecture. Typewriting can't be taught by lectures any more than swimming can be taught on dry land.

High school boys and girls can learn what is in their books if they are given a chance and find that it is expected of them. They feel—and more or less justly—that it reflects on their mental ability to have the simplest work explained to them. However, like many persons far older than they, they are inclined to be lazy-minded: if we want to do things for them, why should they not let us? And we, with the best motives in the world, with their best interests at heart, take from them the joy of learning, the joy of the working, by too much teaching. We do the work for them and then complain that the present generation of pupils shows so little initiative.

Over and over again I find this true in advanced classes in secretarial training; students refuse to think for themselves. Repeatedly they come to me with such questions as, "The file charts are all used up. Shall I make more? . . . My stencil's ready; shall I run it now? . . . I have finished

◆ *About Ethel Wood: Instructor in secretarial training, State College of Washington, Pullman. A.B. and A.M. degrees from State College of Washington; graduate work, Universities of Chicago and Michigan and Pennsylvania State. Author of magazine articles, co-author of a methods booklet on beginning shorthand and typing, co-producer of a motion picture on the teaching of typing. For further data, see American Women and Who's Who in American Education.*

this week's problem. Shall I start the next one?"

And, in spite of my best resolutions to the contrary, I answer them—tell them what to do next—use my own brain instead of teaching them to use theirs. A good teacher lets each pupil do his own thinking.

They make mistakes, of course, but it is surprising how well they come out if they are just let alone to try their own intellectual wings. Is it not better for them to learn to correct occasional errors in class, where the results are not serious, than to wait until they are out "on the job" to experiment with their own initiative? What employer will have the patience or the time to explain to his secretary work that secretary should be able to think through for herself? Perhaps, after all, the question is: Are we training pupils to think problems through, or are we training them to do as they are told?

Let there be no misunderstanding; I appreciate fully the necessity and the value of lectures and explanations and teaching. The maturity and the broader knowledge and experiences of the instructor should be shared as lavishly as possible to enrich the course and to give it depth and breadth and substance. That is entirely different from attempting to "learn" students their lessons.

Too many classroom procedures make one wonder how much of what is said is really vital, and how much is just way-of-least-resistance routine, the same idea that has prevented many, many girls from learning to cook and to keep house—it's easier for Mother to do it herself than to endure the disasters of the amateur in the kitchen, because teaching requires time and thought and, frequently, infinite patience.

No one will question the statement that the best teaching in any subject is that which encourages young people to develop their own native abilities and to learn self-reliance. As we look back on our own learning days we know that the facts we learned most easily, the facts that have stayed with us longest, are those we were allowed to learn for ourselves. Yet how prone we are to forget all about that in our efforts to be helpful!

A class, eager and anxious to work—a teacher, just as eager and anxious, breaking into that interest and spending 10, 15, 20 per cent of the class period telling how . . . what's the answer?

## Artistic Typing Contest

JULIUS NELSON, of the Windber High School, Windber, Pennsylvania, will sponsor the Second Annual Artistic Typing Contest, which is to be conducted on a world-wide basis this year.

The closing dates of the contest are May 1, 1940, for domestic entries and April 15, 1940, for foreign entries. Additional information may be obtained by writing to Mr. Nelson.

The first contest, which closed on May 1, 1939, attracted over five hundred entries from more than 70 schools in 36 states.

Pam Porter, a first-year typewriting student of Wilhelmina Nunnenkamp, Oceanside (New York) High School, was first-prize winner. The accompanying illustration shows the prize-winning design, the original of which was typed in two colors—red and black.

The school trophy was won by the Valle High School, Ste. Genevieve, Missouri. Medals were awarded to the winners of the first twelve places and blue ribbons to the winners of the next twenty places. Teachers of medal winners received special prizes.



# *Scribere Est Agere<sup>1</sup>*

WILLIAM E. HAINES

*Supervisor of Business Education, Wilmington, Delaware*

DAILY we perform countless acts—some important, others insignificant. Only occasionally, perhaps, do we enter into long-range transactions that require formal, detailed written instruments. Yet many of the most casual occurrences in our lives justify written memoranda.

The bookkeeper may toil in obscurity for years, recording the data that cross his desk. Suddenly the spotlight of a court action may transform him into a key witness upon whom the verdict may turn. His accounts may become an all-important "Exhibit A."

We attach little legal significance to many of the things we do in the course of our daily routine. We visit our lock box at the bank, and sign a form indicating that we have done so. Only in an infinitesimal number of cases would the proof of that act be important. Perhaps never would we, nor the bank, wish to prove we were there at a certain time on a certain day. Still, that written evidence one day may be a safeguard to our interests. It may serve to protect us—and the bank—against impostors who might find our key. It connotes action on our part.

We attach our signature to letters, checks, receipts, notes, bills of sale, drafts, and memoranda sometimes with appalling indifference. These promises, commands, requests, or acknowledgments are not infrequently acts of the utmost importance. However much we might have contemplated them, they do not take on true meaning until they are translated into action through writing.

According to an old proverb, "Writing maketh an accurate man." I am not prepared to attest to the accuracy of that statement in so far as those who write for magazines are concerned, but it is quite probable that one needs to be the victim of subterfuge but once to stimulate his accuracy in written business transactions.

The "Read Before You Sign" slogan of the Better Business Bureaus is by no means a chance catch phrase. The ambiguity and confusing terminology of many contracts today have caused many to proceed with caution before signing.

That the law recognizes the action implied by the written word is illustrated by the application of the Statute of Frauds. Take the instance of a sale of a piece of land. Endless conversations involving every possible aspect of the transfer may take place between the seller and the buyer. Even though there has been a meeting of the minds on all phases of the deal, and both parties have agreed to complete the conveyance, all negotiations may go for naught if the proper deed is not executed.

The same holds true of the sale of an automobile where a bill of sale is necessary to complete the transaction. All the talk about "velvet rides," "low-cost operation," and "self-liquidating payment plans" means nothing until a legal obligation is incurred through the medium of the written contract. The familiar "Sign on the dotted line" bears mute evidence to the maxim, "To write is to act."

In fact, action through writing has reached such vast proportions in modern business that we have devised endless forms to simplify the process. One needs but to scan the field of business education, particularly such subjects as general business training, bookkeeping, business law, office practice, business organization, and typewriting, to appreciate this trend.

Not too many years ago, commercial education was almost solely concerned with the teaching of how to execute business forms, simple and intricate. An ever-increasing tendency in the business community to "get it in writing" has no doubt, at times, produced endless red tape and needless systematizing. Yet the truthfulness of the maxim is by no means impaired.

<sup>1</sup>To write is to act.



# B.E.W. Awards Department News



MILTON BRIGGS and DOROTHY M. JOHNSON

## B. E. W. Project Service Bigger and Better This Year

*Projects Supplied Free of Charge to All Students Using the Service*

**A** NEW service to commercial teachers and students was launched by the BUSINESS EDUCATION WORLD in September, 1937. This service consisted of the publication and distribution in pamphlet form of a series of short, practical projects for students of junior business training, bookkeeping, business letter writing, office practice, and personality development<sup>1</sup>.

This service included the examination of student solutions by a national board of examiners and the awarding of certificates of achievement by that board to all students whose solutions met a high standard. An examination fee of 10 cents was charged by the board for each solution submitted.

### *Improvement No. 1—Student Copies of Projects Free to Users of Service*

THE BUSINESS EDUCATION WORLD is enlarging its project service this year and adding certain improvements that will make it more effective and more easily available

<sup>1</sup>The projects were issued monthly throughout the school year with the exception of September and June. Student copies were sold for 2 cents each, or 10 cents for the entire year's projects in any one subject.

to a larger number of business teachers and students.

Some teachers have been handicapped in the use of this service because of the charge made last year for student copies of the projects. Although that charge represented less than the actual cost of the projects, we have decided to remove it entirely and supply the projects *free of charge to all students who participate in this service*.

If, for example, you have a class of forty bookkeeping students, forty copies of *all* the bookkeeping projects for this year will be supplied you without charge, as explained in the next paragraph.

To obtain for your students free copies of projects in any one of the subjects in which they are issued, all that you need do is to send with your request the customary 10-cent fee to cover the examination of one solution for each one of your students for whom you wish a copy of the projects, thus making them bona fide users of the service.

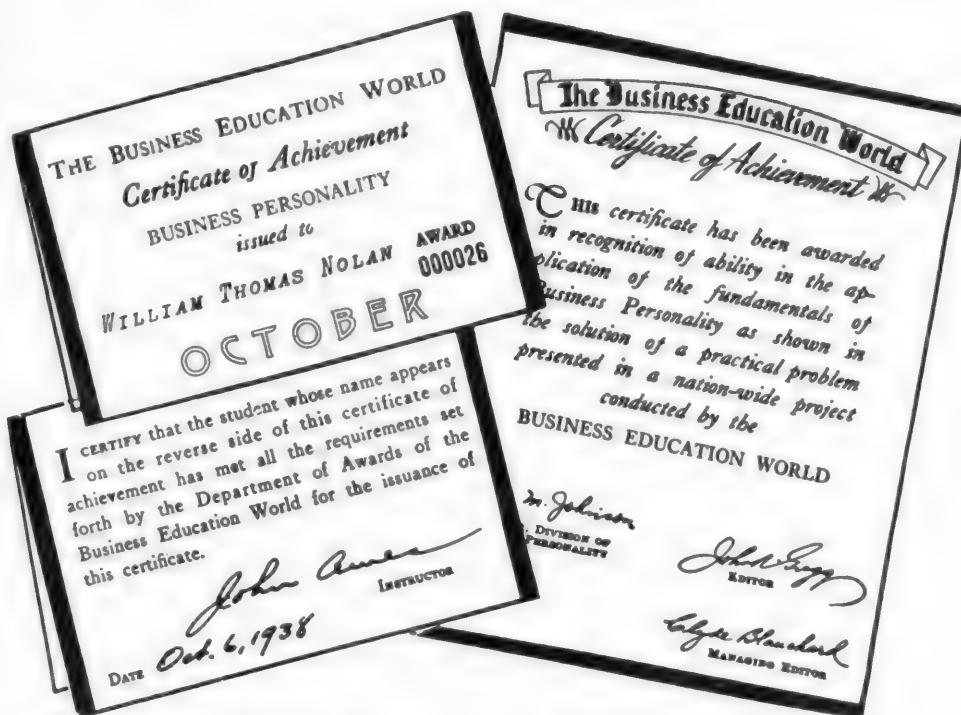
We are very happy to be able to effect this saving of 10 cents a student for copies of the projects.

For each 10-cent remittance, you will receive a B.E.W. stamp, to be used like money

### **Examination Copies of Projects Free to Teachers**

*If you wish to examine the B.E.W. Projects before sending in orders for student copies, you may obtain a free copy of any one or all of the project booklets described on this page and full details regarding the use of our project service. Simply send a penny postal card to the B.E.W. Department of Awards, 270 Madison Avenue, New York, N. Y.*

These Certificates Will Help Open the Doors of Business to Your Students



The above illustration of the Junior Certificate of Achievement shows, at the left, the face and back of the certificate folded (actual size  $2\frac{1}{2} \times 3\frac{1}{2}$  inches) and, at the right, the inside of the certificate opened. Below, an illustration of the new Senior Certificate of Achievement, slightly reduced in size. Note at the left the emblem of the Order of Business Efficiency.

### SENIOR ACHIEVEMENT CERTIFICATE

*Business Letter Writing*

**JOSEPHINE WELLS WHITMORE**

Having attained the required standard and having received the recommendation of the committee of examiners is hereby awarded this Senior Certificate of Achievement and granted membership in the Order of Business Efficiency.

THE BUSINESS EDUCATION WORLD



THE EMBLEM  
OF SUCCESS  
BASED UPON  
ACHIEVEMENT

when you send student papers for certification. Thus each 10 cents you send with your order for project pamphlets is only an advance payment of the 10-cent examination fee. The projects are free to all users of the service.

The B.E.W. stamps will make the sending of remittances much more convenient than last year. In many schools, the cost of the project service is paid by the Board of Education. Under the stamp plan, teachers can estimate the appropriation needed for the year, send through a requisition, remit the check or school order, and use the B.E.W. stamps whenever they are needed.

#### **Improvement No. 2—Elimination of Deadlines**

In order that the teacher may use the B.E.W. projects at a time best suited to his own teaching schedule, the entire series of projects will be published together in one booklet for each subject instead of being issued from month to month. The teachers may thus send in student solutions at any time most convenient to them during the school year.

#### **Improvement No. 3—Both Junior and Senior Certificates Available**

Two grades of certificates may be earned by your students: a junior certificate of achievement and a senior certificate of achievement. The junior certificate will be the same as those issued last year. The new senior certificate is larger and even more impressive than the junior certificate, as will be seen by comparing the facsimile reproduction of the certificates shown on page 39.

◆ **About Milton Briggs:** Director, bookkeeping and business fundamentals divisions, B.E.W. Awards Department. Faculty member, Senior High School, New Bedford, Massachusetts. Graduate *cum laude* of the College of Business Administration, Boston University, where he was an assistant and part-time instructor in English. Now collaborating with V. E. Breidenbaugh on a series of bookkeeping tests. Member and former chapter officer of Beta Gamma Sigma. Author of newspaper articles, one analyzing accounting methods employed on New Bedford whaling ships. Has a daughter named Nancy.

All students awarded the senior certificate are granted membership in the B. E. W. Order of Business Efficiency, the emblem of which appears on the certificate. There are no fees attached to the membership. Members of this order are entitled to wear the gold emblem pin.

This innovation adds a strong incentive for your students to obtain the maximum benefit from the projects by solving more than one. The junior projects are simple enough to be worked after the first four weeks of instruction. It is desirable but not necessary to obtain a junior certificate before applying for a senior certificate.

#### **Projects Bring Business Into Your Classroom**

During the past two years, many thousands of students submitted project solutions in the subjects covered by this service. Teachers in both public and private high schools and colleges, in increasing numbers, found that the B.E.W. projects made their students feel that they were actually getting valuable experience on the job. The attractive two-color certificates were concrete evidences of achievement, to be shown with pride to parents, friends, and prospective employers. The remedial criticisms of the impartial board of examiners were highly valued and of much help to both teachers and students.

The participating schools received a great deal of beneficial publicity and established many important contacts with local business firms through the solving of the projects, and the superior quality of the instruction of the teachers received favorable comment.

◆ **About Dorothy Johnson:** Director, business letter writing and business personality divisions, B.E.W. Awards Department. Graduate of the University of Montana. Assistant editor, *The Business Education World*. Member of Advertising Women of New York and American Business Writing Association. Has contributed to *Saturday Evening Post*, *Frontier and Midland*, *Gregg Writer*, and other magazines, also to *Northwest Verse*, an anthology. Lives in Greenwich Village. Ambition: to become mayor of her home town, Whitefish, Montana. Hobbies: riding on trains and doing research as a basis for fiction.

from the school administrators and boards of education.

The following B.E.W. project booklets, each containing two junior and two senior projects, will be ready for distribution this month:

*B.E.W. Business Fundamentals Projects for 1939-1940.* (For students of junior business training and elementary clerical-practice courses.)

*B.E.W. Bookkeeping Projects for 1939-1940.* (For both beginning and advanced students.)

*B.E.W. Business Letter Writing Projects for 1939-1940.* (For students of correspondence and English for business.)

*B.E.W. Business Personality Projects for 1939-1940.* (For all students, regardless of their year in school.)

#### **Personality Projects—Special Offer**

The 10-cent examination fee need not be paid in advance for personality projects if they are ordered with projects in one or more of the other subjects. (An examination fee, either B.E.W. stamp or cash, must accompany every solution submitted, however.)

If you order forty business letter projects, for instance, you are entitled also to forty personality projects. If only personality projects are ordered, please include the usual 10-cent advance-fee remittance.

This special offer is made because of the

great and growing importance of personality study for all business students. THE BUSINESS EDUCATION WORLD, through last year's projects, has helped many students to develop effective personalities. To extend this service still further, we have evolved this plan of making the personality projects more readily available to all business students.

The B.E.W. projects in office practice will be dropped this year, with the exception of the one for the annual project contest to be held next spring. Office-practice students will derive much benefit from working the business fundamentals projects.

#### **Get Ready for the Third Annual Contest**

Our project service culminates in the spring of the year in the big annual project contest, open to all students without charge. Hundreds of dollars in cash prizes, beautiful silver trophy cups, and other valuable prizes are awarded to students, to their teachers, and to schools participating in the contest.

The best way to prepare to win one of these prizes is to start your students at once solving these projects before the contest opens.

#### **Send Now for Your Projects!**

Fill out and mail to us today the order blank on page iii so that we may send you your copies of the project booklets, together with complete instructions as to their use.

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**T**EACHERS of advertising, English, and allied subjects in colleges and secondary schools will be glad to know that the semi-monthly bulletin, *Criticism, Suggestion, and Advice*, published by the College of Business Administration of Boston University, will again be available without charge for class use throughout the current college year.

Last year more than four hundred instructors used this eight-page pamphlet, composed of good-humored educational comment and stimulating prize contests based on advertisements, stories, and articles in *The Saturday Evening Post*.

Teachers who wish to have the bulletin for 1939-1940 should write at once to the editor of the bulletin, Professor Charles E. Bellatty,

Boston University, 685 Commonwealth Avenue, Boston.

**T**HE National Commercial Teachers Federation will hold its annual convention in the William Penn Hotel, Pittsburgh, on December 27 to 30, 1939. Ivan E. Chapman, supervising director of high schools, Detroit, is president of the N.C.T.F.

Dr. E. G. Miller, director of commercial education, Pittsburgh, is chairman of the committee on local arrangements. Committee members are Dr. P. S. Spangler, Duffs-Iron City College, Pittsburgh, and D. D. Lessenberry, School of Education, University of Pittsburgh.



FRANCES DOUB NORTH  
President

1939-1940  
OFFICERS  
N. E. A.  
DEPARTMENT  
OF  
BUSINESS  
EDUCATION

THE following officers were elected for 1939-1940 upon the recommendation of the nominating committee, consisting of Mildred O'Leary (Massachusetts), Dr. O. P. Trentham (Missouri), Charles Beahan (New York), and L. O. Culp (California).

*President:* Mrs. Frances Doub North, Western High School, Baltimore, Maryland.

*First Vice-President:* Dr. Vernal H. Carmichael,

Ball State Teachers College, Muncie, Indiana. President of the National Association of Commercial Teacher Training Institutions.

*Second Vice-President:* Hollis P. Guy, University of Kentucky, Lexington. Secretary of the Southern Commercial Teachers Association.

*Secretary-Treasurer:* Harold T. Hamlen, High School, Morristown, New Jersey.

*New members of the Executive Committee:* Ruth J. Plimpton, Fullerton Junior College, Fullerton, California; Stanley Smith, Fordson High School, Dearborn, Michigan, both elected for a three-year term, succeeding Ruby Perry, New Orleans, and Dr. Elmer Spanabel, Pittsburgh.

Thomas F. Ferry, principal, Paul Junior High School, Washington, D. C., for a one-year term, taking the place of Dr. Vernal Carmichael, new first vice-president, whose term would have expired July 31, 1940.

*Members of the Executive Committee continuing in office to July 31, 1940:* Margaret Kane, High School, Wilmington, Delaware; Mary Stuart, Brighton High School, Boston; Joseph De-Brum (*ex-officio* as past president), Sequoia High School, Redwood City, California. *To July 31, 1941:* Mildred E. Taft, Colby Junior College, New London, New Hampshire; E. W. Alexander, Hadley Vocational School, St. Louis.



DR. V. H. CARMICHAEL  
First Vice-President



HOLLIS P. GUY  
Second Vice-President



HAROLD T. HAMLEN  
Secretary-Treasurer



RUTH J. PLIMPTON  
Executive Committee



MILDRED E. TAFT  
Executive Committee



THOMAS F. FERRY  
Executive Committee



MARGARET KANE  
Executive Committee



E. W. ALEXANDER  
Executive Committee

# The N. E. A. Department of Business Education Convention

San Francisco, July 3-7, 1939

**C**ONGRATULATIONS to Joseph DeBrum and his staff of co-workers for their superior administration of the N.E.A. Department of Business Education during its fiscal year of 1938-1939, ending with a convention filled with educational and social high lights worthy a California setting, with a World's Fair for a background.

The program of the convention was published in the June B.E.W., and the convention proceedings will be well covered in the Department's two official publications, the *Quarterly* and the *News*, so ably edited during the past year by Dr. Jessie Graham and Clyde Rowe and their associate editors.

The B.E.W.'s photographer was busy throughout the convention, and our center spread this month is evidence of the success of his candid-camera shots. We are sorry that we did not have space for more of them.

Special mention should be made of the souvenir program published by the Department under the direction of its program editor, Donald J. Robertson, of San Francisco, and his staff, consisting of Dr. Ira W. Kibby, Erma Brown, Elbert Garcia, and Montana Delbon.

We regret that space does not permit the publication of the personnel of each committee. The general convention staff and committee chairmen were as follows:

## GENERAL CONVENTION STAFF

*Director:* Joseph DeBrum, Sequoia High School, Redwood City.

*Assistant Directors:* Dr. Ira W. Kibby, chief of the Bureau of Business Education, State of California, Sacramento; Dr. William R. Odell, director of secondary education, Oakland.

*Chairman, Registration and Reception Committee:* Fred A. Kelly, Balboa High School, San Francisco.

*Chairman, Entertainment Committee:* A. L. McMillan, High School of Commerce, San Francisco.

*Headquarters Secretary:* Mrs. Frances Doub North, Baltimore.

*Assistant Headquarters Secretary:* Miss Margaret Montgomery, Balboa High School, San Francisco.

*Private Schools Committee:* J. Evan Armstrong, president of Armstrong College, Berkeley.

*Program Advisers:* W. E. Clayton, Technical High School, Oakland; Henry I. Chaim, High School of Commerce, San Francisco; Laurence Pease, Stockton; Alfred Sorensen, Roosevelt High School, Oakland; Dr. F. G. Marsh, San Francisco Junior College; Weaver Meadows, San Jose State College; Ralph Fields, Stanford University; Mary Fraser, San Francisco Public Schools; Blake Spencer, University of California; Paul Evans, Alameda High School; John W. Edgemon, Oakland Public Schools; James A. Callaghan, Sacramento Junior College, Sacramento; Albert Bullock, Metropolitan High School, Los Angeles; Mrs. Inez Crow, High School, Visalia, California.

*Chairman, "Open House" and Tea Committee:* Maribel Shimmin, Sequoia High School, Redwood City.

*Chairman, Decoration Committee:* Gleneice Silvia, Balboa High School, San Francisco.

*Chairman, Local Finance Committee:* John W. Edgemon, supervisor of commercial education, Oakland.

*Chairman, Press Committee:* Mildred Howard, San Mateo Junior College, San Mateo.

The committee that will take over the membership campaign organization, built up by Dr. Carmichael last year, will have a tremendous job on its hands, for the Carmichael "team" broke even the new membership record set up the preceding year, obtaining an increase of 301 members and bringing the total membership of the department up to 4,452.

We quote from comments regarding the new officers taken from Mr. DeBrum's last official report to his staff:

## The Coming Year

"It is with optimism and confidence that we look forward to a most successful Department year under the presidency of

*(Continued on page 46, column 2)*





## Key to Photographs on Pages 44-45

(In all cases, the identifications read from left to right)

1. Mrs. Frances Doub North, Western High School, Maryland; new president of the N.E.A. Department of Business Education.
2. S. Joseph DeBrum, Sequoia High School, Redwood City, California; 1938-1939 president of the N.E.A. Department of Business Education. Frances Doub North. Mildred Howard, Junior College, San Mateo, California. Mildred Taft, Colby Junior College, New London, New Hampshire; member executive committee, N.E.A. Department of Business Education.
3. Dr. Earl W. Atkinson, head, department of commerce, State College, San Jose, California. Weaver Meadows, State College, San Jose.
4. L. O. Culp, head, department of commerce, Junior College, Fullerton, California. Dr. E. W. Blackstone, in charge of commercial teacher training, University of Southern California, Los Angeles. J. A. McFadden, head commercial department, High School, Lindsay, California.
5. Loda Mae Davis, Junior College, San Mateo, California. Dr. John M. Cassels, director of the Institute for Consumer Education, Stephens College, Columbia, Missouri. Winona McGuire, Susan Miller Dorsey High School, Los Angeles.
6. J. L. Holtsclaw, supervising principal, commercial education, Detroit, Michigan. Lloyd L. Jones, director of research, The Gregg Publishing Company, New York City. Aloys Nicholson, Thomas Starr King Junior High School, Los Angeles. Dorothy L. Travis, Central High School, Grand Forks, North Dakota. Rose Lindner, Virgil Junior High School, Los Angeles.
7. Guy G. George, assistant professor of commerce, State College, San Jose, California.
8. Mrs. Anna Bunce, Merritt Business School, Oakland, California. Ira J. Markham, Weber College, Ogden, Utah. Peter Agnew, School of Education, New York University.
9. John N. Given, supervisor of commercial education, Los Angeles. Peter Agnew. Dr. William R. Odell, director of instruction for adult and secondary education, Oakland, California.
10. Dr. O. P. Trentham, State Teachers College, Springfield, Missouri. Lloyd L. Jones. R. E. Slaughter, director of teacher-training, Madison College, Harrisonburg, Virginia.
11. Elbert Garcia, Sequoia High School, Redwood City, California. James Roos, Union High School, Red Bluff, California. Elmira Nunes, James Monroe High School, New York City. Mary D. Webb, State Normal University, Normal, Illinois.
12. Gladys Huber Seale, Wadleigh High School, New York City. Wallace B. Bowman, chairman of the business department, High School, New Rochelle, New York. Harry Sundwall, Brigham Young University, Provo, Utah. Mil-
- dred Taft. Mildred O'Leary, High School, Swampscott, Massachusetts.
13. Fred A. Kelly, Balboa High School, San Francisco, and A. L. McMillan, High School of Commerce, San Francisco, chairman, entertainment committee, with girls from the Balboa High School. These girls handled all the registration activities of the N.E.A. Department under the direction of their teacher, Margaret Montgomery.
14. Josephine Chiesa, instructor, Merritt Business School, Oakland, California, and Dorothy McClelland, graduate of the Piedmont, California, High School, official Gregg reporters of the meeting.
15. Dr. R. E. Berry, head, commercial department, Chaffey Junior College, Ontario, California. Roland K. Abercrombie, head, commercial department, Junior College, San Mateo, California. Dr. Alvin C. Eurich, Stanford University, California. Agatha McLarry Shaw, director, department of business education, Junior College, Amarillo, Texas. Dr. Guy H. Hurst, head, commercial department, Weber Junior College, Ogden, Utah.
16. B. Frank Kyker, acting chief, Business Education Service, Office of Education, Washington, D. C.
17. Henry I. Chaim, vice-principal, High School of Commerce, San Francisco. Mildred Klaus, High School, Reno, Nevada. Jayne Church, University High School, Oakland, California. Mildred Olson, High School, Council Bluffs, Iowa. E. A. Swanson, Junior College, Fullerton, California.
18. Erma Brown, High School, Clifton, New Jersey. Sheila Mackenzie, Fairview High School of Commerce, Vancouver, B. C., Canada. Frances Effinger Raymond, manager, Pacific Coast and Orient office, The Gregg Publishing Company, San Francisco. May C. Albright, Theodore Roosevelt Senior High School, Los Angeles.
19. Ralph Fields, Stanford University, California. Oscar B. Paulsen, head, commercial department, High School, Hayward, California.

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(Continued from page 43.)

Mrs. North. She has demonstrated on numerous occasions her ability as an organizer and an administrator. She has served as the secretary-treasurer of our Department for four years and has been active in associational work in the East.

"As president for 1939-40, Mrs. North is fortunate in having a strong staff of assisting officers. It is not necessary to mention a thing about Dr. Carmichael. His actions in the Department during the last two

or three years and his leadership in the whole field of business education speak for him in highest terms. Professor Guy, second vice-president, will be a fine right-hand man for Mrs. North. Mr. Guy has served the Department well in several capacities for four or five years. One of the most important positions in the Department is that to be held by Harold T. Hamlen—our new secretary-treasurer. If Mr. Hamlen's accomplishment for the Department in New Jersey is a criterion, we may look forward to outstanding service from him in his new office.

"Certainly every business educator in the country can well be proud of having these officers and the members of the Executive

Committee as their official representatives in business education."

Our readers will be interested in a communication received by the Department from Dr. Jessie Graham of Los Angeles, recommending that Article I of the Constitution and By-Laws be changed to read:

*The name of this Association shall be the American Business Education Association.*

Since any proposed amendment to the constitution must be considered at two consecutive meetings of the Department, it was moved that this communication be again taken up at the business meeting of the Department in 1940.

The 1940 convention of the Department will be held in Milwaukee.

## Sixth University of Chicago Business Education Conference

THE sixth conference on business education, held at the School of Business of the University of Chicago, June 29 and 30, had as its theme, "Business Education in School Situations."

The first day of the conference was given over to the deliberations of the work committee, composed largely of teachers. The discussion was based on replies received to a widely circulated questionnaire entitled "Potential Elements in a Tentative Rating Scale for Business Education."

The committee attempted to arrive at tentative conclusions with respect to purposes and philosophy of business education, the curriculum, the teaching staff, facilities, guidance program, and adjustment to economic and community situations.

Dr. Harald G. Shields, associate professor of business education in the School of Business of the University of Chicago, assisted by Ann Brewington, assistant professor of business education in the same institution, guided the meetings of the work committee.

The report of the committee was made the subject of extended discussion in the afternoon of the second day of the conference. This report, amended as a result of

this discussion, will be released in the printed proceedings of the conference, soon to be published by the University of Chicago Press.

An open session at which formal papers were presented was held on the morning of the second day. The meeting was opened with introductory remarks by Edward A. Duddy, professor of marketing in the School of Business of the University of Chicago, and chairman of the conference committee.

Dr. Leverett S. Lyon, of the Brookings Institution, author of *Education in Business*, gave a very interesting and informal discussion of "A Minimum Program in Business Education."

Dr. Ralph W. Tyler, chairman of the department of education of the University of Chicago, read a paper on "Evaluation of Business Education Criteria."

The session was concluded by Dr. William McKee Fisk, head of the department of commercial education in Oklahoma A. and M. College, with a very practical discussion of "Business Education Criteria in Classroom Situations." All these papers are reprinted in the proceedings of the conference.—*Edward A. Duddy, Chairman of the Conference Committee*

J. D. DELP, for many years head of the department of commerce, State Teachers College, Springfield, Missouri, and a leader in business education activities of that state, retired this month from full-time service.



DR. VIRGIL CHEEK

the college, according from Mr. Delp.

Dr. Virgil Cheek has been appointed head of the department to succeed Mr. Delp.

Dr. Cheek is a graduate of Missouri State Teachers College. He received his master's degree from Stanford University and his doctor's degree from New York University. He is chairman of the commercial department of the Missouri State Teachers Association.

Dr. Cheek is particularly interested in making the business subjects function in the everyday lives of boys and girls.

BRYANT College, Providence, Rhode Island, will mark its seventy-sixth year, which begins in September, by opening two new dormitories—Salisbury Hall for young women and Scott House for young men.

With the acquisition last spring of another building on Young Orchard Avenue, which is to be used for the commercial-teacher-training department, Bryant College now occupies almost an entire block.

The commencement exercises, held August 11, at which 240 candidates received degrees, were attended by more than five thousand people. Honorary degrees were awarded to the following distinguished persons:

The Honorable Joseph W. Martin, Jr., minority leader of the House of Representatives, Washington, D. C.; Clara Elizabeth Craig, M.Ed., D.Ed., Pd.D., dean and director of training, Rhode Island College of Education; the Honorable Jeremiah E. O'Connell, LL.B., J.M., LL.D., presiding justice of the Superior Court of Rhode Island; Edward Henry Weeks,

Ph.D., president of the Old Colony Co-operative Bank, Providence.

Dr. Harry L. Jacobs is Bryant's president.

THE seventeenth annual convention of the Southern Business Education Association will be held in Jacksonville, Florida, November 30 to December 2, 1939. A. J. Lawrence, head of the department of business education, University of Kentucky, is president of the Association.

Mr. Lawrence, in co-operation with other officials of the Association, has nearly completed the program for the Jacksonville meeting. Those to appear on the general programs are Dr. Hamden L. Forkner, Columbia University; Dr. Frederick G. Nichols, Harvard University; Dr. Paul S. Lomax, New York University; B. Frank Kyker, Department of Business Education, Washington, D. C.; and Dr. William S. Taylor, University of Kentucky.

The Association publishes *Modern Business Education*, a quarterly magazine devoted to commercial education. This year, for the first time, the Association is publishing a yearbook. It will contain suggested courses of study in commerce that should be valuable as a guide for states when planning commercial work in high schools. It is scheduled to come off the press this month.



FOR the first time in the history of the Iowa State Commercial Contests, a school has won the grand championship trophy for two years in succession. That honor goes to Eagle Grove High School. The instructors of the winning students were Alpha Boyesen and Lilly Ostness, who are shown with their students in the accompanying picture.

Eagle Grove placed in shorthand for both team and individual excellence, and placed also in typing for team speed.

The gold emblem pin of the Order of Business Efficiency may be worn only by members of the Order. Price, 50 cents postpaid. Read pages 38-41 and find out how your students may become members of the Order of Business Efficiency.



## Word Personalities

MAE  
WALKER

Words! Words! Words! marching along  
Stiffly, primly, like automatons,  
Each in its place and each mechanical.  
From the textbooks to the students;  
To the teachers and back again,  
To lie inert until again  
The clarion cry of "Lesson tomorrow!"  
Returns them through the students' eyes  
And out of their mouths  
To bombard the weary teacher  
From day to day.  
Words! Words! Words! marching along!

WORDS cannot be confined to the pages of books. They not only portray the personalities of their users, but they themselves are living entities that are congenial or incompatible, that glow and sparkle with the connotations of everyday living when they step from the covers of the dictionary and the textbook, attaching to themselves the associations of their various users. They must, therefore, become a vital part of classroom teaching, especially of the business subjects.

The question is not *why* study words, but *how* to study them. The following are suggestions for enriching the vocabularies of students:

Give a simple psychological test, showing the distinction between the connotation and the denotation of words. As an illustration, have students write in one minute all their associations for the word *bank*.

Teach students how to use the dictionary, including the pronunciation of words. Pitifully few of them can read diacritical markings, accent marks, or distinguish the proper syllabication.

Discuss informally, use, and even abuse the words in the textbook. Five-minute

periods can be given profitably to this classroom activity.

Make use of the blackboard and the bulletin board for quotations, idioms, or short lists of words likely to be confused.

Use anecdotes. A good story clinches word distinctions more quickly than any other device.

Use new words in your lesson presentation. Your students naturally imitate you and will automatically enlarge their vocabularies in this manner.

Urge students to listen to speakers, radio programs, and plays. They will learn to be critical of these; ultimately, of themselves.

Collect clippings for the bulletin board, a personal or class scrapbook, or the school paper.

Publish a mimeographed paper for circulation in the classes.

Invite speakers to classes or to club meetings.

Keep before the class a reading list of the best books in the particular field, calling for a report from each student, once each semester.

Have students collect business letters, analyzing them for effective word combinations also watching for unusual expressions in advertisements, newspapers, and books.

Enliven the study of shorthand, of typewriting, and of business English with interesting contributions from the locality or from your own experience. Stop using stereotyped textbook materials exclusively.

Use one or more of these devices in your teaching of business subjects, and you will integrate word study with the classroom work. Thus you will teach your students that words are so important they can make or break one in the business world, for words, written and oral, carry on the business of the world.

Contrary to Shakespeare, a flower by another name does not always smell so sweet. Words are like personalities in that they are remembered by what they suggest—the effect they have—rather than by what they are.

This power of suggestion is the driving force that makes a student say her ambition is to be a good secretary, rather than a good stenographer, long before she knows the difference between the two. Whether or not they are meant to be so, word-meanings are primarily figurative rather than literal. The suggestive or the connotative word has enlarged the field of use until it fills a real need in the business world.

To teach the student the power of connotative words is not very difficult if the teacher imparts this knowledge with infectious enthusiasm. The study can be made the road to romance, over which the student finally travels to the more difficult one of word definitions. After all, from infancy, words are remembered by what they suggest, rather than by what they mean.

This fact can be brought home to the student in a rapid timed test of one, two, or three minutes. Each student writes down in swift succession everything, word or idea, suggested by a given word. The word used need not be one common to the subject taught, but should be one fairly familiar. This device is especially helpful in the teaching of shorthand, business correspondence, or English for business.

The word *bank* is a good one to use. Lists of associations will include such words as *money, check, building, account, snow, grassy, fire, penny, baby*. (The lists will vary; students who have their minds on fishing along the creek will not get the same words as those who have just been checking statements!)

The student with the longest lists can read them aloud. The various definitions of *bank*, both noun and verb, should then be read aloud from the dictionary. The origin of the word in its business sense—a bench, table, or counter—is interesting; see also the origin of *bankrupt*.

After a comparison of the word list with the definition, the student realizes that the

♦ **About Mae Walker:** Degrees from East Tennessee State Teachers College and Peabody College for Teachers. Graduate study at New York University and University of Tennessee. Teacher in Knoxville, Tennessee, High School. Past president, Commercial Section, Tennessee Education Association; second vice-president, Southern Business Education Association. Has published several poems in magazines and in anthologies. Initiated a personality guidance group and a department magazine. Has made several radio broadcasts of negro spirituals.

meaning of a word can best be understood by the one who has *experienced* it. By inductive reasoning, he reaches the conclusion that the connotation of a word is what it *suggests*; the denotation of a word is what it *means*. He soon discovers that word contacts enrich his vocabulary.

The application of this knowledge to writing and conversation depends a great deal on the student's observation and practice of the principle. He will decide that certain words are antagonizing; others, conciliatory; that *lying* and *cheating* are words he will not allow even his own teacher to use.

He will realize that an informal word or a slang expression is incongruous in a formal letter. He will watch the language of his associates, his teachers, the newspapers, and the magazines for incompatible expressions.

From such practice, he will be able to distinguish, a little more successfully than before, the effective from the ineffective word, achieving in varying degrees the proper choice of words that will enable him to be successful in business.

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A N interesting shorthand prognostic experiment is under way at Los Angeles City College under the direction of Louise M. Snyder, counselor, and Evelyn Malueg, instructor in the business department.

Results thus far indicate considerable success in predicting shorthand ability through the use of the following measurements:

1. High school grades in the following subjects: English, science, shorthand, geometry or algebra, language.
2. Total Thurstone Psychological examination scores and Artificial Language test scores.
3. Iowa Silent Reading Test scores.

A report of this experiment will appear in a later number.



ROBERT S. BARNES



LOUIS A. ORR



HARRY B. BAUERNFEIND



V. E. BREIDENBAUGH

## C. A. B. E. D. A. Elects Officers for 1939-40

THE Chicago Area Business Education Directors Association concluded a busy school year at its May 27 meeting by the election of officers. The meeting was held at Mooseheart, national home of the Moose Lodge, where Principal V. E. Breidenbaugh, outgoing chairman of the Association, was host.

The new officers of the Association are as follows:

*Chairman:* Robert S. Barnes, head of commercial department, Waukegan Township High School.

*Treasurer:* Louis A. Orr, head of commercial department, Grant Community High School, Ingleside.

*Secretary:* Harry B. Bauernfeind, office-machines instructor, Waukegan Township High School.

The meeting was addressed by G. Henry Richert, regional agent for distributive education, Office of Education, Washington, D. C. Mr. Richert outlined progress made during the year in the George-Deen program in the North Central Area.

Plans for the Association's activities during the 1939-40 season center about the development and application of criteria for the evaluation of secondary school business education, the National Clerical Ability Tests, consumer business education, effective techniques in the teaching of typing, and the development of fusion courses in the basic business relationships.

The Association plans to hold nine luncheon meetings, one on the fourth Saturday of each school month, beginning in September. Meetings take place at one o'clock in one of the private luncheon rooms on the seventh floor of the Marshall Field and Company State Street Store in Chicago. Business educators and others interested in the problems of business education are cordially invited.

V. E. BREIDENBAUGH, for several years principal of Mooseheart (Illinois) High School, has been appointed assistant professor of commerce at Indiana State Teachers College, Terre Haute. Professor Breidenbaugh came to Mooseheart, owned and operated by the Loyal Order of Moose, in 1936.

Before his Mooseheart appointment, he was assistant professor of commerce at Indiana State for five years. He now returns to that college to take charge of the accounting department. He holds a B.S. and an M.A. degree, the former from Indiana State and the latter from Indiana University.

Professor Breidenbaugh is chairman of the Public Schools Department of the National Commercial Teachers Federation and is a frequent contributor to the B.E.W. He has written several articles on contests and a number of bookkeeping tests. A new series of tests begins in this issue (see page 67), with Professor Breidenbaugh and Milton Briggs as co-authors.



# on the Lookout

**ARCHIBALD  
ALAN  
BOWLE**



This department brings to you each month helpful suggestions regarding bulletin-board displays, club programs, and equipment and supplies.

1 Remington Rand announces a new light-carriage machine, with less vibration, "particularly suitable for business school and high school typing classes, where a heavy frame often troubles students or others who wish to do extensive practice typing." A touch of a lever releases type-bar "jams." The concave keyboard is of black composition, with concave key tops and white characters. The bank is enclosed for protection against dust or tampering.

**2** The new Vari-Typer Office Composing Machine gives the duplicating processes the benefit of a large selection of sizes and styles of type. The result is that a mimeographed office form closely resembles printing when a Vari-Typer is used to cut the stencil. The Vari-Typer is a type-writer employing a large variety of sizes and styles of type, instantly changeable. Ralph C. Coxhead Corporation manufactures it.

**A. A. Bowle** **September, 1939**  
**The Business Education World**  
**270 Madison Avenue, New York, N. Y.**

Please send me, without obligation, further information about the products circled below

Name: \_\_\_\_\_

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EDITOR'S NOTE—With the beginning of the new school year, this popular department is extending its scope. For several years, Mr. Bowle, its editor, has supplied our readers with last-minute information regarding what is new in office equipment and supplies. He now takes under his wing the commercial-clubs department and the bulletin-board service launched by the B.E.W. last spring.

Contributions to this department are invited, and each one accepted for publication will be paid for at our regular space rates. Address all correspondence regarding your own specific need for additional helpful suggestions to Mr. Bowle, in care of this magazine, 270 Madison Avenue, New York, New York.

3 The Multistamp Company has introduced a portable, low-priced letter-folding machine. It takes up about the desk space of a typewriter and weighs only 37½ pounds with electric motor attached. Both hand-driven and electric models are portable and both have an automatic paper feed. It makes all the customary types of folds, nearly all of them in one operation. With rare exceptions all textures and weights of paper, up to card stock, are handled. The speed is from 3,000 to 5,000 pieces an hour, depending on the type of fold.

4 A most efficient envelope opener is in constant use in our own office. You turn a handle and the envelopes slide along so that a sliver of the envelope is cut off the top. Model H-2, priced at \$52, is a direct-drive, suited to the needs of a small organization. It saves hours of time and energy.

5 Pruitt's new typewriter and office machine stand involves several unique features. Streamlined and weighing only 13½ pounds, it is equipped with rollers on two legs and rubber feet on the remaining two. It has two bookshelves and comes in an attractive combination of black top and mahogany finish. Specifications are height, 27 inches; width, 24 inches; and depth 14½ inches. The shelves extend out 12 inches, making an overall length of 36 inches. The table is shipped knocked down and can be assembled in a minute without the use of tools.

# Developing More Commercial Club Members

JAMES C. SNAPP

*Commercial Instructor, State Teachers College, Springfield, Missouri*

**EDITOR'S NOTE**—A commercial club in a teacher-training institution has another function in addition to that of such clubs in other schools, for in it are trained the club sponsors of the future. Mr. Snapp outlines some successful programs and tells how to make every member a worker.—A.A.B.

**A**T the end of a successful club year, as judged by external accomplishments, the officers and the sponsor of a commercial club of one hundred members looked back upon the activities of the year and reflected, "If only more of our members had actively participated in the things that we accomplished, the club would have been more valuable to more people."

Not that the club wanted to engage in more activities, because the calendar was full; but those in charge wanted the bashful members to become active and to profit by participation. There was enough for everyone to do, and it was obvious that those who needed development in leadership and toward a fuller social life were not being developed. From this desire evolved a plan that, when put to the test, proved to be successful.

Every member of the club was appointed to a program committee and encouraged not only to assist in the planning of a program but also to participate in the execution of the program. This was in keeping with one of the objectives of the club—to aid in the development of *all* the members.

Here are the details of the plan. From the membership of one hundred, the officers and members of the standing committees were deducted because these members, it was known, would actively participate in the work of the club. The remaining membership was divided by the number of meetings to be held during the school year, to determine the number of persons to place on each program committee.

Then the officers of the club, working with the sponsor, considered the personnel of the various committees. First, the matter of sex was considered. It was deemed advisable to have boys and girls on each committee. Better social development would be the result of working together. This was obviously desirable.

Second, the question of grade level was considered. In so far as possible, members of each class were distributed among the various committees.

Third, special talent was distributed among the committees. It would not be fair to put all the gifted students on one committee and all the poor ones on other committees.

Thus, when the committees were finally formed, each was made up of boys and girls, upper and lower classmen, and good and poor students. In each committee, the student who showed the greatest amount of leadership was appointed chairman.

Each chairman was notified of the date of his meeting well in advance. The chairman then called a meeting of his group, and together they planned a one-hour program. All members of the committee were urged to participate in both the planning and the execution of the program. The response was beyond expectation. Outside talent, however, was not barred.

As a means of co-ordinating and encouraging the groups, the vice-president was made an ex-officio member of all committees, without the power to vote or to make decisions. His presence, however, served to tie the whole system of programs together and assured the club of having a program ready when the time arrived for its rendition.

Thus, every member, despite the size of the club, was not only given an opportunity to take part in the activities of the club, but also found himself in the midst of a group

of students who were doing something, which made it easier for him to assist in what was being done.

Under this plan, the club actually reached many more students, and these students profited because of their activity. The programs took on an added zest and this in turn increased their value. Friendly rivalry was fostered by means of publicizing the better programs. Greater effort resulted, and greater effort meant more value to the giver and the receiver.

The question naturally arises, "Just what type of programs were planned by these committees?" In order to answer this question, and to indicate the variety, scope, and quality of the work of the committees, a few representative programs are given below.

### *Program A*

The meeting was called to order by the president of the club, who introduced the members of the committee that was responsible for this particular program. The meeting was turned over to the chairman of the program committee, who presided during the following program:

Piano Solos ..... Member of the Committee  
A Typing White Elephant . . . Typewriting Teacher  
In this discussion the Universal Keyboard was compared with the Dvorak-Dealey Simplified Keyboard, with comments as to probable effects.  
Vocal Solos . . . Member of the Committee (Girl)  
The Requirements of a Good Secretary . . .  
College Registrar  
Student development was emphasized.  
Whistling Solos ..... Outside Talent  
Vocal Solos . . . Member of the Committee (Boy)  
Eligibility Requirements for Pi Omega Pi  
President of Local Chapter  
Saxophone Solo ..... Member of the Committee

Occasionally, the club held social events in addition to the regular meetings. At the close of this meeting, plans for a theater party were discussed and perfected.

### *Program B*

The feature of this program was a moot-court trial, sometimes referred to as a "kangaroo court." In so far as possible, the committee selected the more important members

on the program from those who had studied commercial law and, hence, would be somewhat familiar with regular court procedure.

In order that the program should be humorous as well as educational, one of the members of the committee was charged and tried for using unfair methods to obtain high grades. Although there was occasional mirth, and the audience obviously enjoyed and profited by the proceedings, the judge and bailiff took care that the solemnity of the courtroom prevailed to some degree.

The stage was set with the desks, tables, and chairs commonly found in a lower court of record, each in its proper place; and the trial was complete with jury, witnesses, and court officers. After the jury found for the defendant, the club transacted its regular business.

### *Program C*

The program committee found that one of their major program participants would be late in arriving, so the request was made and granted that the business matters should be cared for at the beginning of the hour.

Report on Annual Meeting of the N.C.T.F.  
Head of Department of Commercial Studies  
Special emphasis was placed on the values that are to be derived from membership in commercial organizations.

Travels in Our Sister Nation, Mexico . . .  
President of a Local Bank  
This travelogue was given in the form of films, supplemented by lecture. Many of the commercial aspects of the country were shown and stressed.

### *Program D*

Piano Solos ..... Member of the Committee  
Readings ..... Member of the Committee  
"How to Get Fired" (A short play) . . .

Members of the Committee  
By means of contrast, this play emphasized the things that one should do in order to be successful in business life.

### Refreshments

Light refreshments were served by the girls of the committee, with some additional help.

[From time to time, the executive committee would approve a committee's request that the expenses incident to the serving of light refreshments be paid out of the club's funds.]

Thus, it can be seen that the programs were varied, interesting, and worth while, not only to those interested in commerce but to others as well. While a majority of the members of this particular club would, perhaps, sponsor a club of some type in the future, there were those in regular attendance who came because they were interested in the activities of this particular club.

If persons in charge of a club, either in high school or college, experience difficulty in getting adequate numbers to attend, there are several methods that may be used to promote better attendance. The members may be given the privilege of inviting parents or friends. In addition, most of the various methods of improving attendance may be classified under the following general headings:

*Positive.* Make the programs and meetings so interesting and worth while that each member will want to attend and will feel that he is

missing something vitally important if he does not attend.

*Negative.* Set up some form of check or penalty for nonattendance. This would, perhaps, take the form of roll call and posting the names of those absent, fines for nonattendance; dropping from membership those who do not attend; etc.

*Mixed.* Make sure that the programs are interesting, educational, and worth while, but also check the attendance at each meeting. If a member knows that the roll is going to be checked at each meeting, he will make a greater effort to be present.

In theory, the positive method is to be preferred; but, in practice, the author has found that the mixed plan produces better results—both on the high school and college levels. The value of an active and enthusiastic leadership, however, is not to be discounted. Every club officer and sponsor should recognize that enthusiasm is contagious.

## Beware Artificial Motivation Devices

AS we typewriting teachers begin another year, let us analyze our teaching plans to see whether we are going to achieve our objectives in the best possible way with the least amount of waste motion.

In the first place, what are our objectives? To turn out students who can do rapidly an acceptable piece of work, and who take pride in their product.

We are all agreed that lessons in typewriting, as in other subjects, must be presented in interesting form to hold the pupil's attention. But here I feel that typewriting teachers overlook the inherent interest which their subject possesses.

The fact that the pupil is going to use typing to get and hold a job provides the first step in motivation. Then the fact that he can see daily increase in his speed and in his ability to set up actual business letters, tabulations, and forms spurs him on.

Why should the typewriting teacher feel the need of using artificial stimulation in a class where the natural motivation is always at hand? Why consume valuable time in pepping up a typing class with non-skill-

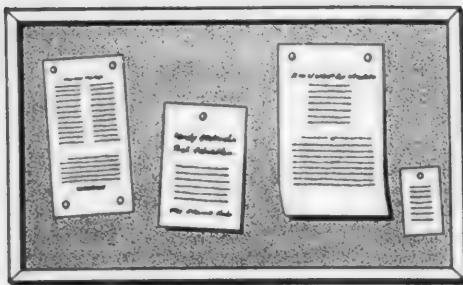
building games when there are so many interesting setups to be typed, so many helpful hints about the typewriter and its parts to be explained, and so many methods of building up the typing speed to be practiced?

I think our mistake has been to look too far afield for artificial means of motivation in typewriting when the natural interest is already there, waiting for development by a teacher who is conscious that monotony is to be avoided by developing and taking advantage of natural interest of the pupil in the subject, rather than by bringing in non-essential material.—*Edith M. Winchester*.

### Comment by Mr. Smith

Every sentence in Miss Winchester's message hammers home another nail in the coffin that should contain all the childish "tricks" that busy-work teachers use to stimulate foolish and superficial interests on the part of their students.

More power to the Miss Winchesters among us: Their students will rise up and bless them!—*Harold H. Smith*.



# The B.E.W. Bulletin Board

A MONTHLY SERVICE

HOW would you like your friends to see your bulletin board? Can you point to it with pride and say, "There is a picture. It carries a message. It follows the principles of effective display. It teaches a lesson. It creates a good impression of our department."

Does your bulletin board do the work it is supposed to do? What is its purpose? What are the standards by which it can be judged? What are the underlying principles that make bulletin-board displays effective?

Is your bulletin board used as a refuge for all sorts and conditions of notices and pictures, good or bad? Does your bulletin board "take care of itself," so to speak? Or is it fresh and up to date, clear and understandable? Or, again, does it leave the "looker-on" in a daze as to what it is all about?

Before offering any ideas that might be worked out for the exhibition of materials on your various display areas, I should like to examine with you the whole problem of display, make a list of the "spaces" that are available in the school, and discuss their respective functions. This will give us a better understanding of how to use our bulletin boards and other display spaces effectively.

It is necessary to know the purpose of

each kind of space; to know, for instance, that the bulletin board in your classroom is a teaching device and serves a very different purpose from the board that stands outside the office of the head of the department.

The wall space of your classroom can most fittingly be used as a "student incentive" area; while the walls in the hallways can portray in a more permanent way, through murals, pictures, and other materials, the various activities of the school and their relation to the community as a whole.

Display space may be broken down into five general divisions; and when we talk "bulletin boards," we should know to which division of space we are referring.

## 1. Administrative Bulletin Board

First there is the administrative bulletin board. On it the head of the school posts information for faculty and student body.

The only problem in connection with it is the matter of organization. The notices, lists, etc., should be so arranged that those who have to refer to them will know precisely where to look for the desired information.

The board can be divided into sections with neatly lettered headings, and the different classes of notices can be placed in their appropriate spaces for ready reference. The notices themselves should be sufficiently clear to be readable even at several paces from the board. Notices of special importance should be placed at eye level; more general notices may be posted above or below them.

This seems an appropriate time to present the "Wind-Blown" bulletin board (see page 57), from G. L. Aplin, head of the commercial department, Lincoln High School, Manitowoc, Wisconsin. Mr. Aplin's comment is that "it is easy to let your bulletin board get all messed up."

## 2. General Bulletin Board

The next display area to be considered is the general or departmental bulletin board. This board is the advertising medium of the department. It should tell, by its content

and makeup, that here is a department that knows what it is doing. Information as to the work of the department should be reflected in pictures and illustrations that require very little print.

The function of the general bulletin board is what its name implies—to give general information in regard to the department and its activities. It must not be technical, for students and teachers of other departments of the school must readily understand its theme.

Remember that material on the general bulletin board must be sufficiently clear that "he who runs may read." Those who give the board a cursory examination—that means the majority of those who look at it—must take away with them a sense of satisfaction with the department, or else the bulletin board has failed to carry out its function.

A general bulletin-board display must have a theme. It cannot be just a hodge-podge of papers on display. It must be built to a plan, in just the same way that you

sketch a picture, or as the layout man plans advertising literature or designs copy for a billboard.

If the display is to be effective, it must also be attractive to the eye, and your artistic sense and your understanding of "exhibition" will come in for some useful exercise.

There is a great deal more to bulletin-board display than at first meets the eye. In the organization of exhibitions, displays, bulletin-board layouts, etc., I have realized, for one thing, that each piece of material displayed must bear some relation to everything else exhibited, or the display loses its coherence and effectiveness.

To illustrate: In the charts for our Pictorial Story of Shorthand, every item contributed in one way or another to the basic theme, which is that, while through the centuries *shorthand* systems were based upon the square Greek and Roman capital letters, the trend of *longhand* was toward a more cursive style of writing.

So it is with every bulletin-board display; it is essential that every piece on it be related to the general theme and bear a relationship to every other piece on the board.

If this is done, then you will have a display that tells a story; that paints a picture; and, in the case of the general bulletin board, that definitely *sells* the department to the observer.

There are times when it might be well to have a central theme for all the bulletin boards of all of the departments of the school. The principal of the school muses, let us say, on the manner in which his institution is preparing students to fill their places in the general scheme of life. Perhaps he considers the vast subject of transportation.

Transportation is a subject with which all students should be familiar. How does instruction in the various departments fit into this picture? What are they doing to enlighten their students in relation to this phase of life?

Perhaps the answer can be given on the bulletin boards. So, let transportation be the theme for all departmental bulletin boards. Let them show their tie-up with it. What, then, can the mathematics department,



for instance, show on its board as its contribution? Where in the vast field of transportation does mathematics function? The answer to this question gives you the clue to many an effective display.

In the construction and operation of railroads, bridges, automobiles, roads—in fact, wherever the engineer functions—there mathematics is being used practically. Pictures, photographs, graphs, charts, maps, and the like can be collected and a selection made to tell an appealing story.

Ask the same question of the secretarial department. Shorthand and typewriting function not only in the offices of the great transportation services, but wherever correspondence has to be carried on in the interest of any phase of transportation—the stenographer out in the field with the engineer making notes of surveys, the secretary in the office of the president of a large aviation corporation, or the typist and stenographer in one of the government departments which function in the field of transportation. The pictures that can be used are limitless.

A wealth of ideas occur to me and will occur to you upon which you can build material for your bulletin boards. It is a case of deciding what to omit rather than what to include. Such a story worked out by a department is worth keeping for a while; it might, in fact, be displayed for a whole month. If the material is handled carefully, the same display can be held over for use the following year.

With ten good themes for the school year, the bulletin board would be serving a really worth-while educational service.

Perhaps you do not have the time to prepare all the material personally. Make it a class project!

Well, now, how do these themes strike you for a start?—transportation, communication, character training, occupational opportunities, distribution, education. In what, functions, in what jobs, is the subject you are teaching used? Get your students to answer these questions and help you translate them into pictures, charts, maps, etc., for your bulletin boards. And be sure to

use a heading, which your commercial-art department can make for you, that will indicate the theme of the display.

Next month we shall take up the third division of display space, the classroom bulletin board, which serves a different purpose. It is an instrument of instruction. In the meantime, if you have any bulletin boards of which you are particularly proud, have pictures taken of them and send them to me with a brief story. I'll reproduce as many as space will permit.

## New Quarters for Burdett College



BURDETT College, Boston, has recently purchased the five-story fireproof building located at 154-170 Stuart Street. For a number of years the college has occupied the three top floors of the building, which was originally planned and built for the school.

Extensive alterations will provide for recreation rooms, a library, increased classroom space, and the location of the school offices at the street level.

The college will ultimately occupy the entire building, thus forming a completely self-contained school plant.

KENNETH M. HENDERSON, vice president of Ditto, Inc., has been appointed general sales manager. He succeeds to the position made vacant by the sudden death of Arthur Westphal.

Mr. Henderson, who is a graduate of Dartmouth College, has been connected with Ditto in a managerial capacity for the past twenty years.

In his present position, Mr. Henderson will have charge of Ditto's promotion and selling program.

HELPS AND  
HINTS  
ON THE  
TEACHING OF  
OFFICE  
MACHINES

# Organizing the Equipment And Teaching Material

ALBERT STERN

THOSE of us who have been confronted with the task of organizing a business-machine-practice class know that, as a rule, one of our first difficult problems is that we rarely find a piece of equipment available for each student assigned to the class. It frequently happens that there are far more students than pieces of equipment.

How can we organize the work so that we can keep all the students occupied all the time?

Here are the details of an actual problem presented to us recently by a real teacher:

Class of thirty-two students, the first semester of the tenth year, 45 minutes a day, five days a week, a term of approximately seventy-five lessons. Standard classroom, with thirty fixed desks and seats and a table, in addition to the teacher's desk.

The equipment in the room consists of the following items:

- 1 Victor Adding Machine
- 1 Burroughs Adding Machine
- 3 Calculators (Burroughs)
- 1 Comptometer (Felt and Tarrant)
- 2 Monroe Calculators
- 2 Sundstrand Adding Machines
- 2 Remington Adding Machines
- 1 Mimeograph
- 4 Typewriters
- 1 Filing cabinet (for storing teaching material, etc.)

This is a fairly well-equipped business-machine room, compared with many others I have seen. Grouping the equipment as to types of machines (as discussed in last year's articles in this department), we have the following classifications:

- 2 Selective Keyboard Adding Machines (1 Burroughs and 1 Victor)
- 4 Ten-key Adding Machines (2 Sundstrands and 2 Remingtons)
- 2 Crank-driven Calculators (Monroes)

- 4 Key-driven Calculators (3 Burroughs and 1 Comptometer)
- 4 Typewriters
- 1 Mimeograph

Seventeen pieces of equipment on which to keep thirty-two students at work!

Many teachers meet a similar situation by preparing a given number of units of work on each machine, with two or even three students at each, one working while the other one or two watch. When Group A has gone through the prescribed units, Group B takes the machines and works through the units, etc. This is one of the rotation plans of teaching office machines.

This necessitates part of the class working and the other watching; a situation that, with many students, leads to complications, such as arguments among the students and other disciplinary problems that certainly waste time.

It is possible to organize an integrated project that will enable each student to obtain instruction on each of the types of the machines, yet keep all the students busy all the time. Those who are not using the machines at a given time may be employed in preparing the material leading up to the machine operation or in following the work along from the machine to the completion of the transactions.

To attempt a complete business project in which the entire class is involved leads to a situation that may be difficult to control, because each student plays so small a part that he cannot grasp the significance of the whole project. Would it not be advisable and possible to set up a comparatively simple organization, involving, let us say, a quarter of the class, with each of the four groups carrying out the same project?

Suppose there are thirty-two students; we then have four groups—I, II, III, and IV—each of eight students. (If there are thirty-one students, there could be three groups of eight and one of seven, etc.)

The equipment may be divided into Sections A, B, C, D, and the sections placed in different parts of the room.

The equipment is organized as follows:

Section A	Section C
1 Burroughs Calculator	1 Burroughs Calculator
1 Sundstrand Adding Machine	1 Remington Adding Machine
1 Typewriter	1 Typewriter
1 Monroe Calculator	1 Monroe Calculator
Section B	Section D
1 Burroughs Adding Machine	1 Victor Adding Machine
1 Burroughs Calculator	1 Comptometer
1 Sundstrand Adding Machine	1 Remington Adding Machine
1 Typewriter	1 Typewriter

The Mimeograph is to be used, as the occasion requires, for reproducing stencils cut by the assigned student in any of the groups.

Student Groups	Machine Section Rotation			
I	A	C	B	D
II	B	D	A	C
III	C	A	D	B
IV	D	B	C	A

By the arrangement shown in the above table, when a group has completed a project on one set of machines, which they do every three weeks or so, they interchange not only their positions, but also the group of equipment. Each student thus has the opportunity to use every kind of equipment in the room.

To carry the project along, it will be necessary to set up a business organization, with its employees. The duties of each employee must be outlined, so that each student will know just how he is to proceed. It will also be necessary to set up the flow of work, the routine of sales transactions, for both cash and charge sales. Then the students must know the routing of a purchase transaction. Just as is done in business, various forms must be devised.

The imagined location for the work done in this project is the office of a fair-sized

◆ **About Albert Stern:** For twenty years a teacher in the New York public schools; organizer and former manager, educational division of Burroughs Adding Machine Company; now sales representative, Gregg Publishing Company, and instructor in methods of teaching office practice, College of the City of New York, his alma mater. Well-known convention speaker, author of many articles and co-author of two textbooks on office practice.

retail general store, with as many employees as there are students in the group.

In setting up this organization, certain conditions must be met: The work has to be so distributed that it is properly balanced, that each student has about the same load to carry. This also is true in business.

Then again, the work should be within the comprehension of the students. The work must be of a routine nature, so that the students can perform it by following the directions indicated. This presents a difficulty, as the most important factor in business success is the exercise of good judgment. The teacher must supply that in the presentation of the project.

The models of forms used can be obtained from any good text on business training, or in a stationery store. The forms are sales checks, ledger cards, statements, collection reports, checks, deposit slips, invoices, order blanks, monthly bank statements, etc.

[**EDITOR'S NOTE**—Next month, Mr. Stern will discuss the preliminary steps in organizing a business-machine project.]

## Gamma Rho Tau Award

AS an incentive to the development of good teachers, the Los Angeles chapter of Gamma Rho Tau, commercial teachers' fraternity for men, has presented an award to Helen Hale Dewey as the University of Southern California undergraduate showing the greatest promise of becoming an outstanding commercial teacher.

The fraternity plans to make the award annually.

Dr. E. G. Blackstone, professor of commerce and education, University of Southern California, is sponsor of the local chapter of Gamma Rho Tau, the only chapter on the Pacific Coast.

The organization is limited to men teachers particularly interested in the development of commercial education.

# Comments by Our Readers

*A cordial invitation is extended to each of our readers to comment frankly on the articles appearing in the Business Education World*

## Teaching the Work Sheet

(April, 1939, 655-657)

[EDITOR'S NOTE:—Here is the case history of the lively discussion that provoked the following contributions. A comment by an anonymous practicing accountant, comptroller of a New York business firm, accompanied the original article. In the June issue, Earl Clevenger replied. Now J. L. Briggs enters the lists and is opposed by the anonymous accountant. Messrs. Johnson and Walker, authors of the original article, will return to the fray next month.

The editorial pen has whittled sharp edges off some of these remarks.]

### Comments by J. L. Briggs, *East High School, Rochester, New York*

I HAVE read "Teaching the Work Sheet," by Messrs. Johnson and Walker, and the comment on this article by "an expert, practicing accountant and former teacher of bookkeeping and accounting" in the April issue of the B.E.W. with much interest and many surprises.

Unless this "expert" knows a better method of proving the correctness of the result of business operations, which I believe is the sole function of the work sheet, I don't believe he expects to meet anyone "frank and honest enough to admit that a work sheet is just a nuisance and unnecessary in most practical situations." If he does know a better method or device for establishing this proof, he will do the rest of us a great favor by passing it on.

I think the authors of "Teaching the Work Sheet" have made the mistake of assuming a function for the work sheet that it does not have. Closing entries should not be made from the "profit and loss column" of the work sheet, and the entry to close "the net profit or loss for the period into the appropriate proprietorship account" should not be "taken from data on the work sheet"; hence the work sheet is not a medium for preparing closing entries. Closing entries should be made from the statement of profit

and expense and directly into the ledger, not through the journal.

I agree with the authors that the more difficult adjusting entries should be taught before they are included in the work sheet, but I do not agree that the pupils should be deprived of the advantages of the work sheet till all adjusting entries have been taught.

We introduce the work sheet after the pupils have prepared several simple balance sheets and statements of profit and expense, and have learned, through the experience of rewriting several balance sheets because of errors detected by the statements of profit and expense, that they are never sure that a balance sheet is correct till they have proved it by the statement of profit and expense. This experience also makes them appreciate the usefulness of a device which saves them unnecessary work by telling them whether their calculations are correct before they put their statements in permanent form.

We immediately call attention to the advantage of preparing the work sheet in pencil, so that they may easily erase and correct errors. The pupils seem to have no difficulty in understanding that the work sheet is for the bookkeeper's use only and forms no part of the permanent records of the business.

Only adjusting entries for the initial and final merchandise inventories and the transfer of the consumed portions of expense assets to the expense accounts are included in the work sheet during the first eight months of the first year. The pupils prepare all statements from the temporary forms in the proved work sheets. Adjusting and closing the ledger through the journal is then taught, and I believe the setup of the adjusting entries on the work sheet is a great help to the pupils in understanding the effect of adjusting entries in preparing the ledger for closing. The statement of profit

and expense is the guide for closing the ledger, and all amounts for balancing the accounts are taken from it.

During the last two months of the first year, bad debts and depreciation are introduced. The adjusting entries are taught and the effect of these adjustments on the assets and capital is shown in the statements which the pupils prepare without a work sheet. The last problem of the first year is a review problem in which the pupils prepare a work sheet including the adjusting entries for bad debts and depreciation.

About the middle of the third semester, the reasons for and effects of accruals and deferred items are studied, and the pupils are given much practice in making the adjusting entries for these items and closing the accounts. A few work sheets, involving complete adjustment schedules, are then prepared.

I think the big advantage of this early introduction of the work sheet is that it makes the pupils proof-conscious and helps them form the habit of checking their work for accuracy.

If the reasons for putting the adjusting entries on the work sheet have been fully and clearly explained to the pupils, I don't believe they will ask, "Do we have to copy the adjusting entries from the work sheet?" It will be obvious to them that they do. Certainly the reasons for closing the ledger should be so well explained before this step is undertaken that no attentive pupil will ask why closing entries are made after the accounts have been placed in the statement of profit and expense. The pupils get the correct mental picture of Profit and Loss account because the closing entries are prepared from information in the statement of profit and expense and not from data on the work sheet. They are taught that, in closing the ledger, they are repeating in the ledger the same operations that they performed in the statement of profit and expense.

The authors score a strong point in suggesting that the adjusting entries should always be distinguished from the closing entries and should be posted before the closing entries are made.

The authors state, "This is mainly to prepare the students for the adjusted trial balance, which is usually required in a work sheet." Who requires an adjusted trial balance in a work sheet? Does an accountant ever bother with it? Then why should we?

#### *Comments by a Practicing Accountant*

If the work sheet proves the correctness of the result of business operations, then I have just learned something that I had never encountered in nearly thirty years of experience as a classroom teacher of book-keeping, author and editor of bookkeeping texts, or in practical work. To be frank, I don't know of any way of proving the correctness of the result of business operations. Anyway, if there is any such method of proof, a work sheet does not provide it.

After the current trial balance at the end of an accounting period is taken, the next step in the accounting cycle is to make whatever adjustments may be necessary so that the accounts will reflect, as correctly and as completely as possible, financial conditions and operating results for the entire accounting period. These adjustments are made in the form of entries in the general journal, which are then posted to the proper accounts in the general ledger. Naturally the book-keeper, or the accountant if he prefers to call himself that, must know what adjustments are necessary and how to make them.

Having set up the adjusting entries and having posted them to the accounts in the general ledger, no bookkeeper or accountant should be foolish enough to omit taking an adjusted trial balance. Once the adjusted trial balance has been taken, it provides the information that is required to (1) prepare the Balance Sheet, (2) prepare the Income Statement, and (3) close the ledger.

In just what order these three steps should be taken is a matter of controversy. My own opinion—by no means to be considered authoritative—is that the Balance Sheet and Income Statement should be prepared before the ledger is closed. The point is that the adjusted trial balance supplies all the information in exactly the proper form for preparing the financial statements and for closing the ledger, and so I not only admit

but contend that a work sheet is a "nuisance and unnecessary."

Mr. Briggs seems to say that the Statement of Profit and Expense proves the correctness of the balance sheet. Now, of course, the Income Statement and the balance sheet do have to check one with the other in certain minor details; but either the Income Statement or the balance sheet or both could conceivably be so wrong in so many respects as to be useless for their intended purpose, and yet the usual check of the one upon the other might exist.

Finally, but with no intent or desire to be argumentative, I am inclined to question Mr. Briggs's statement to the effect that the Statement of Profit and Expense is the guide for closing the ledger, and *all amounts for balancing the accounts are taken from it.* (The emphasis is mine.) The adjusted trial balance is a better and more reliable source of the information required for this step in the accounting procedure.

Now nothing that I have said should be taken as an argument against teaching the function of the work sheet in bookkeeping classes. I remember very well when the treatment of the work sheet first found its way into bookkeeping texts, and what a fine sales argument it made for the text that contained the treatment and against the numerous texts that didn't contain it. It played a very practical-sounding tune for the ears of bookkeeping teachers, who always have been anxious to make their instruction as practical as possible.

From the extent to which the work sheet is now treated in practically all the textbooks and taught in bookkeeping classrooms, however, one might easily be led to the false conclusion that the preparation of the work sheet is an indispensable step in the routine procedure of closing a set of books and preparing financial statements; whereas it is, to a very considerable extent, a useless waste of time and is, in fact, altogether impracticable in any except very elementary situations.

If anyone is inclined to question that last statement, let him consider just one type of adjustment that any concern operating on even a limited interstate commerce basis

must make at the end of its accounting period—namely, that having to do with accrued and prepaid taxes.

In one practical accounting situation with which I happen to be familiar, twenty-one different adjusting entries affecting only the Taxes account and the Taxes Payable account were required at the end of an accounting period. How are you going to record twenty-one adjustments affecting one account on any form of work sheet treated in bookkeeping texts and taught in bookkeeping classrooms?

And so I say that a work sheet is "just a nuisance and unnecessary in most practical situations."

## The Commercial-Curriculum Elephant

(May, 1939, pages 737-743)

*Comments by Ralph Martin McGrath, Acting Head of Commercial Department, Community High School, Lincoln, Illinois*

M R. Toll's article, "The Commercial Curriculum Elephant," and Professor Kelley's comments in the May issue of the B.E.W. particularly interested me.

To my way of thinking, Professor Kelley is right in the discussion that is taking place. No matter how desirable or admirable it is to inculcate into the minds of our young men and women the critical attitude of mind in general, it certainly is not kind nor proper for us to instill or develop an attitude that will prevent the student from earning his living in the business world that is now functioning. However ideal the new state is to be, it is not here yet, and the student must be taught how to live successfully in the business life that is going on.

I wonder if we do not misinterpret the word "understand" to mean "reform." To me there is a vast difference between understanding and reforming. It is at this point that I feel that even the teachers of the social sciences make an unintentional error: to understand society, the various kinds of societies that there are in the world, does not mean that each one of them is to be *remade*. By that I do not mean that the instructor does not have the right to point out defects

and suggest remedies. He most assuredly has, but he has no right to compel the acceptance of his remedies in order to pass the course.

Where instructors do propose reforms, they should be careful to evaluate the pressure groups in the community where the student lives; and if, in the advocating of these reforms, they step on the toes of these pressure groups, they must be prepared to assist the student to meet the consequences. Critical thinking of this type can hardly be taught in the secondary school. It belongs to the graduate level and not much lower.

In closing, may I not ask one question:

Is not life more a matter of *conforming* than of *reforming*? It seems to me that it is, and surely the report of businessmen on the lack of personality adjustment of commercial graduates points to the fact that non-conformity is at the root of their ills.

If our young persons are to succeed in business they must make themselves useful in a world that is already set up and going; they cannot remake it as soon as they get into the first job. Surely, as Professor Kelley points out, we do them no justice when we train them in a habit of action that is certain to make their success in industry difficult.

## Denver Business Education Conference

THE fifth annual Business Education Conference of the University of Denver was held June 28 and 29, under the direction of Cecil Puckett, director of the summer session of the School of Commerce.

Chairman of the general session was Guy Fox, director of the Progressive Education Workshop and assistant director of research and curriculum, Denver Public Schools. Clem W. Collins, dean of the Denver University School of Commerce, gave the address of welcome.

The following program was presented:

"Should the Business Education Department Insist upon Incorporating Consumer Education into Its Curriculum?" Yes: H. D. Fasnacht, head of department of business education, Colorado Woman's College, Denver. No: Rowena K. Hampshire, deputy state superintendent, Colorado State Department of Education, Denver.

"Should Poor Business Practice Be Impressed upon High School Students Through Consumer-Education Courses?" Yes: Paul M. Jones, assistant professor of business administration, Mississippi State College. No: R. S. Gilchrist, principal, High School, Greeley, Colorado.

"Should There Be Consumer-Education Classes in the High School Independent of the Present Classes?" Yes: Mary Williamson, retail coordinator, Central High School, Sioux City, Iowa. No: Ernest A. Johnson, head of department of finance and economics, Lake Forest College, Lake Forest, Illinois.

"What the Business Education People Are Thinking About Consumer Education in the Public Schools," W. Harmon Wilson, editor, *The Balance Sheet*, Cincinnati, Ohio.

"Recent Developments and Future Trends in Secondary Business Education," B. Frank Kyker, acting chief, Commercial Education Service, U. S. Office of Education, Washington, D. C.

The session was closed with a panel discussion led by ElRoy Nelson, associate professor of economics, University of Denver. Members of the panel were as follows:

A. O. Colvin, head, department of business education, Colorado State College of Education, Greeley, Colorado.

R. C. Erb, general manager, Sears Roebuck and Company, Denver.

C. G. Henderson, superintendent, Gas Sales Promotion, Public Service Company, Denver.

B. Frank Kyker.

R. S. McIlvaine, manager, Rainbo Bread Company, Denver.

William L. Myatt, assistant general manager, Morey Mercantile Company, Denver.

Elmore Petersen, dean, School of Business, University of Colorado, Boulder.

W. Harmon Wilson.

On Wednesday evening a reception was held for the conference members and guests.

On Thursday forenoon, conference members visited the Progressive Education Workshop under the auspices of the University of Denver. At noon they attended a luncheon meeting at which A. D. H. Kaplan, director, department of government management, School of Commerce, University of Denver, spoke on "Can the Consumer Be Educated?"

# Seventh International Schools Contest

## World's Fair, New York City, June 27, 28

AT the seventh annual International Commercial Schools Contest, held at the World's Fair, New York City, June 27 and 28, the following three grand prize school trophies were awarded:

Division 1: John Hay High School, Cleveland, Ohio.

Division 2: Henager Business College, Salt Lake City, Utah.

Division 3: University of Washington, Seattle.

The contest was ably handled by an executive committee composed of W. C. Maxwell, head of the commercial department, Hinsdale (Illinois) High School, chairman; Mrs. Marion F. Tedens, Director of Typewriting Instruction, Chicago; Dr. D. C. Beighey, State Teachers' College, Macomb, Illinois; and Raymond C. Goodfellow, Director of Business Education, Newark, New Jersey.

The individual winners of first place in each event are listed below.

### SHORTHAND

The shorthand scores represent the net transcribing rate. The penalty for each error, typographical or transcription, was weighed at the rate of five words per error, which was deducted from the gross transcription to give the net rate. Dictation material consisted of letters and literary material.

Contestant	School and Instructor	Net Transcription Rate
Olga Michalenok	70-Word Rate, High School, Novice (2 Semesters) John Hay High School, Cleveland, Ohio. E. E. Hess	51
Frances Polk	100-Word Rate, Business College, Novice (2 Semesters) Newark School for Secretaries, Newark, New Jersey. Madeline Strong	39
Lucille Heichberg	100-Word Rate, High School, Amateur (4 Semesters) John Hay High School, Cleveland, Ohio. E. E. Hess	54
Helen Vavrick	120-Word Rate, High School, Open John Hay High School, Cleveland, Ohio. E. E. Hess	71
Eleanor Fulton	140-Word Rate, Business College, Open Henager Business College, Salt Lake City, Utah. Loise Charter	66

### TYPEWRITING

Typewriting test consisted of ten minutes of letter writing with tabulations, copied from set-solid manuscript, and fifteen minutes of straight copy. Complete test was scored on the stroke basis, fifty strokes deducted for each error from gross strokes.

Contestant	School and Instructor		Net Rate
		Letters	Straight Copy
Velma Crismon	High School, Novice (2 Semesters) Lincoln High School, Tacoma, Washington. Isadore Epstein	55	94
Gloria Glissmeyer	Business College, Novice (2 Semesters) Henager Business College, Salt Lake City, Utah. J. C. Henager	67	97
Keitha Bailey	University, Novice (2 Semesters) University of Washington, Seattle, Washington. Viola Goehring	50	75
Floyd Swink	High School, Amateur (4 Semesters) York High School, Elmhurst, Illinois. Victor McCormick	90	107
Arthur C. White	Business College, Amateur (2 Years) Weller College, Toronto, Canada. C. L. Johnston	69	101
Mary H. Williamson	University, Amateur (4 Semesters) University of Washington, Seattle, Washington. Viola Goehring	52	93
Florence Gadke	High School, Open John Hay High School, Cleveland, Ohio. J. C. Frakes	76	102
Eleanor Fulton	Business College, Open Henager Business College, Salt Lake City, Utah. J. C. Henager	79	111
Mary H. Williamson	University, Open University of Washington, Seattle. Viola Goehring	52	93

## MACHINE TRANSCRIPTION

The machine transcription test consisted of fifteen minutes of letter writing from machine dictation. This test was scored on the stroke basis.

Contestant	School and Instructor	Net Transcription Rate
Evelyn Petlock	High School, Novice (2 Semesters)	
	South Side High School, Newark, New Jersey. Gilbert Kahn	63.
Elaine Richards	Business College, Novice (2 Semesters)	
	Henager Business College, Salt Lake City, Utah. J. C. Henager	80
Helen Ludwig	University Novice (2 Semesters)	
	Hunter College, New York, N. Y. Anne McCullough	60
Evelyn Kazmer	High School Open	
	John Hay High School, Cleveland, Ohio. Anthony L. Cope	84
Eleanor Fulton	Business College, Open	
	Henager Business College, Salt Lake City, Utah. J. C. Henager	93
Peggy McCoun	University, Open	
	Central Normal College, Danville, Indiana. Blanche Wean	57

## MACHINE CALCULATION

Contestant	School and Instructor	Grade
Ruth Smith	High School, Novice (2 Semesters)	
	John Hay High School, Cleveland, Ohio. R. E. Ransford	90
Virginia Harvey	Business College, Novice (2 Semesters)	
	Mercy Secretarial School, Brooklyn, N. Y. Frances Tittmann	83

## BOOKKEEPING

Contestant	School and Instructor	Grade
Marilyn Kriz	High School, Novice (2 Semesters)	
	John Hay High School, Cleveland, Ohio. H. E. Wheland	92
Edward Spangler	Business College, Novice (2 Semesters)	
	Thompson College, York, Pennsylvania. G. H. Horne	93.3
Peggy McCoun	University Novice (2 Semesters)	
	Central Normal College, Danville, Indiana. Blanche Wean	67
Dorothy Pillar	High School, Amateur (4 Semesters)	
	John Hay High School, Cleveland, Ohio. H. E. Wheland	91.3
James Kelly	Business College, Amateur (4 Semesters)	
	Wilcox College of Commerce, Cleveland, Ohio. Frank A. Konz	77.3

## SPECIAL EVENTS

Contestant	Special Dictating Machine Event	Grade
Marjorie Eisenegger	Cleveland, Ohio	101
Floyd Swink	Best Letter, Set-Up, Regardless of Division	
	York High School, Elmhurst, Illinois	90 net—7 errors
Eleanor Fulton	Stowell Trophy	
	Henager Business College, Salt Lake City, Utah.	

## New School Records Made



**S**IX school records were broken in this contest—five of them by students of the Henager Business College, Salt Lake City, Utah, and one, the amateur typewriting event, by Floyd Swink, of the York High School, Elmhurst, Illinois, writing 107 words a minute.

The Henager students broke records in the following events: 140-word shorthand novice and open dictating machine, novice and open typewriting. In the illustration here are pictured J. C. Henager, founder of the Henager Business College, and his team of record breakers: Eleanor Fulton, Gloria Glissmeyer and, behind Miss Glissmeyer, Elaine Richards.

# Tests on Business Forms

V. E. BREIDENBAUGH and MILTON BRIGGS

## No. 1—The Check

**EDITOR'S NOTE**—This is the first of a series of ten practical tests by V. E. Breidenbaugh, assistant professor of commerce, State Teachers College, Terre Haute, Indiana, and Milton Briggs, bookkeeping instructor, Senior High School, New Bedford, Massachusetts. Mr. Briggs also is director of the bookkeeping division of the B.E.W. Department of Awards. These tests are designed to emphasize the fact that the business paper is the foundation for most bookkeeping entries, to bring the student face to face with *real* business papers, and to lead him to reason regarding the significance of these papers. We suggest that the business forms shown here be reproduced on the blackboard by the teacher or by a student. Permission is granted to duplicate the tests for free distribution to students.

No. 44928-895  
Feb. 2, 1932  
To Ind. Elec. Co.  
For James Bell  

Balance For'd	652.15
Am't deposited	35.00
Total	687.65
Am't this cheque	2.95
Balance For'd	678.73

No. 44928  
Indianapolis, Ind. Feb. 2, 1932  
INDIANA NATIONAL BANK 24-101  
Pay to the order of *Indiana Electric Company*  
*Eighty 95* — Dollars  
*George P. Barrett*

FORM A

FORM B

STANDARDVILLE, U. S. March 31, 1932 No. 705  
STANDARD TRUST COMPANY  
PAY TO THE ORDER OF M. C. Laughlin — \$76.87  
REGISTRED D ★ ★ ★ 76 DOL\$ 87 CTS DOLLARS  
C. C. Dawson

FORM C

**Directions:** Examine the three business forms accompanying this test. Write the word or words you think necessary to complete the following statements. Each correct statement is worth five points. (The key appears in italics.)

1. Form B is a *check*.
2. Form A is a *check stub*.
3. The drawer of Form B is *George P. Barrett*.
4. The payee in Form B is *Indiana Electric Company*.
5. The date on which Form C was drawn was *March 31, 1932*.

6. The perforations on Form C indicate that the check has been *cancelled*.

7. The *correct* balance carried forward in Form A is *\$.678.73*.
8. The drawer of Form C is *C. C. Dawson*.
9. The payee in Form C is *M. C. Laughlin*.
10. Before Indiana Electric Company can transfer Form B to a third person, it must *indorse* the check.
11. When *Indiana Electric Company* received Form B, it should have debited its *Cash* account.

12. When George P. Barrett gave Form B to Indiana Electric Company, he should have credited his *Cash* account.

13. When Indiana Electric Company received Form B, it should have credited the account of *George P. Barrett*.

14. When George P. Barrett sent Form B to Indiana Electric Company, he should have debited the account of *Indiana Electric Company*.

15. For final payment, Form C was presented at *The Standard Trust Company*.

16. Form A shows that the check was to pay for the *January electric bill*.

17. The Indiana National Bank of Indianapolis, Indiana, is a member of the *Federal Reserve system*.

18. Form C will increase the payee's *Cash* account.

19. When Form C was received, M. C. Laughlin should have credited the account of *C. C. Dawson*.

20. When Form C was sent to M. C. Laughlin, Mr. Dawson credited his *Cash* account.

**E**RWIN B. COCHRAN, formerly commercial instructor at the High School, Lodi, Ohio, has been appointed instructor in commercial teacher training and secretarial studies in a newly created department at Baldwin-Wallace College, Berea, Ohio.

Mr. Cochran is a graduate of Ohio State University, from which he holds the degrees of Bachelor of Science in Education and Master of Arts.

**T**HE Packard School, New York City, has been formally registered and approved by the New York State Education Department as a business institute to give courses in higher education for entry into the vocations of business administration, secretaranship, advertising, and selling. Louis A. Rice is the principal and president of the board of directors of the school.

**J**OHN RHEA BAKER, 67, head of the Glendale (California) High School commercial department for twenty years, died recently. Mr. Baker came to Glendale from Santa Ana, California, where he was head of a similar department for eight years. He was past president of the Southern California Commercial Teachers' Association.

Surviving are his widow and two daughters.



ELMER E. WASHBURN



HARRY C. ECKHOFF

**E**LMER E. WASHBURN, for thirty years head of the commercial department of the Fremont High School, Oakland, California, retired last June and brought to a close a teaching career that covered a period of forty-five years.

Mr. Washburn's first teaching assignment was a small school in the mountain district of Tillamook County, Oregon, when it was the custom for the teacher to "board around" with the families whose children attended the school.

Mr. Washburn has been active in local, state, and national associations of teachers, and was president of the California State Evening School Principals' Association, president of the Oakland Evening School Teachers Association, and secretary of the Oakland Teachers' Association.

The B.E.W. joins with Mr. Washburn's many friends and associates in wishing him a full measure of enjoyment of a well-earned leisure and the opportunity it affords to indulge his hobbies—traveling, camping, and gardening.

**H**ARRY C. ECKHOFF has been appointed head of the commercial department of the Fremont High School, Oakland, California, to succeed Elmer E. Washburn, who retired from active service last June.

Mr. Eckhoff, who has been a teacher in the Fremont High School since 1937, previously taught in several high schools on the Pacific Coast. He holds a degree of B. S. in Commerce and Economics from Central Missouri State College and has done graduate work in business education at the University of Southern California. For many summers he has been transportation representative for the Yellowstone and the Yosemite Transportation Systems.

**William R. Foster and Harold H. Smith will be with us next month both as contributors and commentators on the teaching of typewriting.**

# Nutmeg and Ginger

Eighth of a Series of Devices to Spice Up Shorthand and Typing Classes

CELIA AYARS PRIESTLEY

## Shorthand

**21** Almost every shorthand class includes a few students who are keeping shorthand notes for their history or biology or other notebooks. It would be out of your field, perhaps, to go over these notes in detail, but an occasional mention of the work, in class, stimulates effort. Suggest better methods of outlining and note-taking than are being used, and give all the help you can to those who have difficulty in reading their notes. In these ways you will encourage more students to adopt shorthand for their note-taking.

**22** Write your shorthand instructions in the air, first with your back to your students; and later, facing them. With a little experimenting it is easy to find sentences that are not too difficult for the class to read.

**23** In the course of your dictation, pass the book to one of your students. After he has dictated for a little while, hold out your hand for the book, and, without allowing any noticeable break in the dictation, pass it to another student to take up the dictation when you indicate the place.

If this is done without previous announcement, both the changes of voices and the unexpectedness of the procedure will afford good practice. Varying rates of speed will exact closer attention. Some students who would show embarrassment at being asked to dictate will have no hesitation about doing it unheralded.

**24** Have your students exchange notebooks to read back work. You may have told Johnny to lengthen his *i* strokes until you are too hoarse to talk, but if his best girl makes herself the object of laughter by misreading an *i* for an *r* in his notebook, your problem is solved!

**25** When a student is working against time, in competition with his fellow classmates, he enjoys even such prosaic work as listing words that illustrate principles already learned. The work is a quick, painless review, and it introduces new word lists.

## Typewriting

**23** The alphabet can profitably be used in typewriting drills for not more than 5 minutes once a week, because it is the basis of almost all our work, but it should not always be written in the same way. Let the class learn to type it backward, then put a figure or a punctuation mark between letters. Divide the alphabet into groups of two, three, or four letters when typing it either forward or backward. Such drills must be typed with the conscious purpose of improving each *separate* motion. They will have to be repeated two or three times, merely to establish the drill pattern, before any real improvement can be undertaken.

**24** Try an alphabet drill to train students to return their hands to the keyboard quickly, easily, and accurately, without looking at the keys. Let the hand that is not actually working be held over the type basket and returned to the keyboard in time to take up its work in perfect rhythm. The letters of the alphabet fall naturally into left- and right-hand groups, as:

Left	Right
a b c d e f g	h i j k l m n o p
q r s t	u
v w x	y
z	

When the hands can be returned accurately from a position just above the machine, try returning them from other positions.

R USSELL N. CANSLER, on leave of absence from Haverstraw (New York) High School for the current school year, has



received a teaching fellowship at the University of Pittsburgh, where he will work for the degree of Doctor of Philosophy.

Mr. Cansler is a graduate of Bowling Green College of Commerce and Atlanta Law School and has taken work at Western Kentucky State Teachers College, Columbia Uni-

versity Teachers College, and New York University. He received his master's degree last June at New York University. He held teaching positions at Rome, Georgia, and Atlanta, Georgia, before going to Haverstraw.

J. M. HANNA has resigned the headship of the commercial department at the Fort Lee (New Jersey) High School, to accept appointment to the staff of the department of commerce of Mary Washington College, Fredericksburg, Virginia. His title is assistant professor of business education, and he will offer courses in typewriting and shorthand.

Dr. J. H. Dodd is head of the department. This appointment represents an increase in his staff due to the rapid growth of his department during the past few years.

Mr. Hanna has completed all his requirements for the Ed.D. degree at New York University and will receive the degree at the graduation exercises on October 15.

Last year, Mr. Hanna was president of the Alpha Chapter of Delta Pi Epsilon.

S TANLEY SHOOK, well-known educator and past president of the Private Schools Section of the National Commercial Teachers Federation and of the Missouri Valley Commercial Teachers Association and a member of several other professional associations, was elected Grand Esteemed Lecturing Knight of the Grand Lodge of Elks at its session in St. Louis last July.

Mr. Shook, who is deeply interested in the activities of the Lodge, has served three terms as Exalted Ruler of Topeka Lodge. His election as Grand Esteemed Lecturing Knight places him in line for Grand Exalted Ruler two years hence.

Mr. Shook is the business manager of Strickler's Topeka Business College and has been associated with that institute since 1910.

D R. JOHN ROBERT GREGG was initiated as an honorary member of Gamma Rho Tau Fraternity at Syracuse University on July 20. The initiation was followed by a banquet presided over by John May, president of the Syracuse chapter of the fraternity and teacher of business subjects at the Tonawanda (New York) High School.

Dr. Gregg gave a very interesting talk at the banquet on some of his amusing experiences in the various countries he has visited.

Other speakers were Professor George R. Tilford, of Syracuse; H. B. Buckley, of Philadelphia; Dr. Elmer E. Spanabel, of Pittsburgh; Donald W. Feller, of Syracuse; and Harry M. Bowser, of New York.

Gamma Rho Tau is a national honorary business-education fraternity, organized some ten years ago by Professor Tilford at Syracuse University. The fraternity has chapters in several of the leading universities throughout the country.

M ISS Irma Ehrenhardt, of Indiana State Teachers College, Terre Haute, has been appointed to the new editorial board responsible for the production of the *Yearbook* of the National Commercial Teachers Federation. Miss Ehrenhardt's appointment completes the membership of the Board.

M ERLE L. LANDRUM, formerly instruc-

tor in business and education at Miami University, Oxford, Ohio, has been appointed head of the department of business education at State Teachers College, Farmville, Virginia.

Mr. Landrum graduated from the Office Training School in Columbus with the degree of B.S. in Education and received his M.A. degree from New York University. He is a member of Phi Delta Kappa.

and Delta Pi Epsilon. Prior to his appointment to Miami University, he taught business subjects in Racine and Chillicothe, Ohio, and Tenafly, New Jersey.

Mr. Landrum, who entered upon his new duties this month, is keenly interested in the improvement of the training of teachers in business education. In spite of his many professional activities, he is an ardent sportsman and finds time to indulge in his main hobby—running up a high score in golf.

# The Lamp of Experience

HARRIET P. BANKER  
EDITOR



I have but one lamp  
by which my feet are  
guided, and that is the  
lamp of experience.

—Patrick Henry.

TO all those who have contributed so generously to this department in the past, to the new contributors whom we look forward to welcoming, and to our readers, we take this opportunity to extend our best wishes for enjoyment and satisfaction through the school year that lies ahead.

At the same time we take pleasure in announcing a new feature, which, if space permits, will appear here from time to time—inspirational thoughts and noteworthy sayings of educators and others. We hope our readers will enjoy this new feature and in each selection will find something of help and inspiration.—H.P.B.

## A Profession Defined

FIRST, a profession is an occupation for which the necessary preliminary training is intellectual in character, involving knowledge and to some extent learning, as distinguished from mere skill.

Second, it is an occupation which is pursued largely for others, and not merely for one's self.

Third, it is an occupation in which the amount of financial return is not the accepted measure of success.—Justice L. D. Brandeis, U. S. Supreme Court.

## Typing Information Please

TO impress upon my students some of the fundamental principles involved in form, punctuation, capitalization, and the expression of numbers, I have them conduct a "Typing Information Please" program, adapting our title and procedure from the Tuesday night radio broadcast.

Three students are selected to serve on the Board; two are selected to act as examiners, and two, as reviewers. The rest of the class prepares the questions, each student submitting three questions based on the text and on a real desire for information.

The examiners classify the questions and arrange them under several general headings, such as punctuation, letters, etc. Duplicate questions are eliminated. The examiners are also responsible for preparing suitable answers.

Finally, the list of questions is submitted to the teacher for criticism and suggestions.

Preliminary preparation for the reviewers' part in the program consists in going carefully over the text to locate material for ready reference in anticipation of controversial questions that may be raised. Members of the Board are expected to familiarize themselves thoroughly with details in connection with the questions that might be submitted to them for arbitration.

During the program, the Board is seated at the front of the room. One of the examiners acts as questioner and the other as timekeeper and scorer. A few questions are submitted to the Board as a sort of warm-up, after which the questions are asked of individual pupils in rotation.

When an answer is incorrect a bell sounds, and the pupil next in rotation is asked the same question.

Controversial points are referred to the reviewers. One of the reviewers keeps a list of the questions that are raised; the other consults the text. The discussion of these controversial points is postponed until the end of the program.

When the formal question period is over, members of the class who have not participated in the program are encouraged to sub-

mit the questions that they want answered. They may ask these questions of the Board in general, or they may select some one student.

When the controversial points have been settled, the score is counted up and the winner and runner-up announced.

The pupils enjoy the variation from the usual classroom procedure, and they realize benefits from the co-operative review that are not possible through individual study. Furthermore, the program is a student project, of which there are all too few in the classroom.—*Harriet C. Preble, Kenka College, Kenka Park, New York.*

#### COMMENTS ON MISS PREBLE'S PROGRAM

HAROLD H. SMITH

The very novelty of Miss Preble's program for reviewing and perfecting students' knowledge and skill on points of "form,

punctuation, capitalization, and expression of numbers" warrants its publication.

Teachers should be (and no doubt are) aware, however, that most of the subject matter for such programs consists of English rules and practices. It is true that anyone who types personal or business papers should know these things; but so also should anyone who uses any other kind of recording medium—poster art, print type, long hand, etc.

It is true that the content of English courses in the elementary grades does not "stick." For this reason the teacher of any subject that requires the use of written English will have to assume the responsibility for reviewing and perfecting the students' knowledge and skill on the points that Miss Preble has emphasized in her interesting device. Let us remember, however, that most of this kind of work is *not* typewriting.

JAMES EDMUND FULLER, vice-president and principal of the shorthand department of Goldey College, Wilmington, died at the Delaware Hospital on July 29 following an operation performed there on July 14.

The death of Mr. Fuller is a distinct loss to business education, to the advancement of which he had devoted the major part of his career.

At one time a prominent exponent of Benn Pitman Shorthand, he was editor of a department devoted to that system in the *Phonographic World*.

Subsequently, Mr. Fuller turned his attention to one of the newer systems and became equally successful as a teacher and writer of Gregg Shorthand. In 1934 he wrote an interesting series of articles on the writing of proper names in Gregg Shorthand. The first article in the series appeared in *The Gregg Writer* for January of



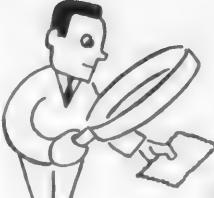
that year; the remaining articles appeared in successive issues until they were completed in the June issue. The same series is now running in *The Gregg Magazine* (London).

For many years, Mr. Fuller was chairman of the National Contest Board of the National Shorthand Reporters' Association, dictating many of the tests for their contests, at which national championships were determined and world's records were made.

Mr. Fuller was an honorary member of the Pennsylvania Shorthand Reporters' Association. He served as president of the Eastern Commercial Teachers Association in 1915. He was president of the Lions Club of Wilmington in 1922 and 1923, an active member of the West Presbyterian Church and deeply interested in social and welfare work.

Mr. Fuller joined the faculty of Goldey College in September, 1899, as instructor in shorthand and principal of the shorthand department. He was appointed vice-president in 1912.

Mr. Fuller is survived by his widow, a son, three daughters, and three brothers. To them in their loss we extend our sincere sympathy.



# Consumer Education News

**RAY G. PRICE**



A VALUABLE summary of the consumer movement can be found in the spring number of *Harvard Business Review*. Professor Dameron gives a scholarly presentation of some of the pertinent facts regarding the whole consumer movement under such heads as: Economic Implications, Consumer Education, Government Protection, Consumers' Goods Standards—Informative Labels, The Need for Informative Advertising, Service Industries and Professions Aid Consumer Movement, and The Consumers' Responsibility.

I recommend this article to all teachers interested in consumer education.

### **Beware!**

Last April this column referred to a warning by D. E. Montgomery of the necessity of questioning some of the organizations, associations, and other groups that have sprung up in the interest of the consumer.

Two months later, in June, an ambitious enterprise was hauled into court and restrained from publishing "Consumers' Bureau Reports." It was found that one man was not only the Board of Directors but the entire staff of his Bureau of Standards. The Federal Trade Commission accused him of selling his publications not for the purpose of informing and aiding the consumer, but as a means of getting money

from manufacturers and producers in return for listing their products in his publications.

### **Death Notice**

A most valuable aid to the consumer, and especially to the teacher of consumer education, *Consumers Guide*, "passed on" quietly last summer.

As with all such cases, it is hard to understand why such a worthy one is taken away when it is most needed. *Consumers Guide*, under the editorship of Mary Taylor, had not yet reached the age of six. It was one of the best up-to-the-minute, reliable, and unbiased sources of consumer information. The passing will be mourned by all who are interested in the welfare of the consumer.

The earlier interest of the Government in the problem of the consumer has evidently yielded to other interests. Intelligent consuming, however, is as important as intelligent producing; those interested in the consumer should make every effort to make their needs and desires known to those responsible for the discontinuance of *Consumers Guide*. It is a big loss, not only to consumer education but to the whole consumer movement. *Is it necessary?*

### **On the Air**

A new code of standards has been adopted by the National Association of Broadcasters. Some of the provisions of the new code on advertising are these:

Member stations shall not accept for advertising: Any fortunetelling, mind reading, or character reading by handwriting, numerology, palm reading, or astrology, or advertising related thereto; schools that offer questionable or untrue promises of employment as inducements for enrollment; matrimonial agencies; offers of "home work" except by firms of unquestioned responsibility; all forms of speculative finance; cures and products claiming to cure; misleading statements of price or value.

For other important details of this new code, consult the July 22 issue of *Business Week*.

### **Your Library**

One of the most important recent contributions to consumer education is the *Bibliography on Consumer Education*, by

George Mann, published by Harper Brothers. This book has an annotated listing of some two thousand references to books, pamphlets, and periodicals. The references cover the following general classification: (1) Consumer Economics, (2) Information on Purchasing, (3) Teaching Consumer Education. This valuable book should be in every library.

A valuable source of up-to-the-minute news of interest to the teacher of consumer education is the Consumer Education Service of the American Home Economics Association. The service is \$1 a year and consists of three news letters and ten smaller miscellaneous publications. The news letters contain information about new publications,

government agencies, legislation, standards and standardization, grading and labeling, co-operatives, and advertising.

#### Co-operation

A large department store in Los Angeles has set up a permanent committee consisting of leaders of consumer education groups in the city. The purpose is to have practical discussion of merchandising problems confronting consumers, retailers, and manufacturers.

#### This'n That

Did you see the series of articles that in every other issue of *The Nation* last spring, entitled "Pocket Guide"? They are well worth reading.

## A Unique Convention Program

ASSOCIATION officers in search of something new and interesting for convention programs may wish to duplicate the program of the New York City Gregg Shorthand Teachers' Association, held on May 20 in collaboration with the spring meeting of the Commercial Education Association of New York City and Vicinity.

The theme of that meeting was *High Lights in Commercial Education*, and the Gregg Shorthand Teachers' Association offered what it termed a new co-operative venture entitled "The Play's The Thing, or Episodes in the Lives of Our Graduates."

Members of the Executive Committee of the Association suggested four plays. The BUSINESS EDUCATION WORLD's student projects in business personality supplied the topics for the plays. Archibald Alan Bowle, secretary of the Association and editor of our department "On the Lookout," wrote the plays.

School producers, coaches, and department heads adapted the plays to specific situations that called attention to some of the vital problems confronting the beginning office worker, stenographer, and secretary.

The casts consisted of students of the Abraham Lincoln and Haaren High Schools

and the High School of Commerce, New York City, and of the Passaic, New Jersey High Schools.

The titles of the four plays were: "Punctuality Pays," "I'm De Goil From D Agency," "Tact for Effective Persuasion," and "It Wasn't Me."

A prologue in which a student questions and an epilogue in which a teacher replies completed the program.

Further information regarding this most successful and unique program will be gladly given by Mr. A. A. Bowle. Address him in care of this magazine.

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RAYMOND S. SANDERS, for many years a commercial instructor in the Fresno (California) Technical High School, has accepted a new position at the Long Beach (California) Polytechnical High School.

Mr. Sanders was president of the Central Section of the California Business Education Association during the school year 1938-1939. He is carrying graduate courses leading to a master's degree and is making a study of commercial courses in junior colleges and the standards that are set up for student placement.



# Motion Pictures FOR BUSINESS EDUCATION

LAWRENCE  
VAN HORN



## A Handy List of Source Material

**E**ducational Film Catalog, published by The H. W. Wilson Company, 950-972 University Ave., New York, N. Y. The October, 1939, issue will supersede all previous numbers and will be the new basic volume to be supplemented by quarterly supplements.

Only those films recommended by visual-education experts are included. Excellent films are starred; outstanding films are double starred. Films are listed by subject, with full information about length, film size, date of production, producer, price, and where they are locally available. For easy reference there is a full alphabetical index of titles and all subjects of which any film treats. The current volume for 1939 and 1940 is \$4.

**D**E VRY CONSOLIDATED LIST of Free Sound and Silent Films, with names and addresses of sponsors or distributors. Published by DeVry Corporation, 1111 Armitage Avenue, Chicago, Ill. The latest edition issued (August, 1939) includes 1,400 free films, all in one alphabetical list, with many of them classified also under main headings, as Aeronautics, Safety, etc. Information about each film includes: title, number of reels, whether 16 or 35mm., silent or sound, and sponsors or distributors. Sells for 25 cents.

**C**ATALOG OF MOTION PICTURES FOR EDUCATIONAL USE, published by The Association of School Film Libraries, Inc., Time and Life Building, 9 Rockefeller Plaza, New York, N. Y. This is a nonprofit organization, financed at present by a grant from the General

Education Board, a Rockefeller foundation, with the understanding that it will become self-supporting through memberships and subscriptions to its film service.

Membership costs \$25. Members have access to a competent source of information on educational uses of motion pictures, particularly film sources and evaluations. They may purchase films that nonmembers cannot buy, and they will be organized in an effective co-operative association through which they can take united action.

The catalogue subscription alone is \$5 a year, and, in fairness to the full members, does not entitle purchasers to many special services. The catalogue is loose-leaf and will grow in volumes according to film production. Each volume will list about 250 pictures. The first volume is now ready.

**B**USINESS SCREEN, The Magazine of Commercial and Educational Films, published monthly by Business Screens Magazines, Inc., 20 North Wacker Drive, Chicago, Ill. Subscription price is \$5 a year, 50 cents a copy. It includes four visual-education numbers, not circulated in the business field. It pertains to motion pictures that are produced and used in various fields of selling and gives information about new releases of sales- and product-training motion pictures.

"**1,000 AND ONE**" FILM DIRECTORY, The Blue Book of Non-Theatrical Films, published yearly by *The Educational Screen*, 64 E. Lake St., Chicago, Ill. The current, 1938-39 edition (14th), 104 pp., contains 4,500 film listings, carefully classified into 147 different groups, including many entertainment subjects. The directory gives the title of the film, whether silent or sound, 16mm. or 35mm., number of reels, summary of contents, distributors, and prices charged. Sells for 75 cents except to subscribers of *Educational Screen*, to whom the price is 25 cents.

**T**HE BUSINESS EDUCATION WORLD DIRECTORY OF MOTION PICTURES FOR BUSINESS EDUCATION, 1939 Edition, published by The Business Education World, 270 Madison Ave., New York, N. Y. Compiled by Lawrence Van Horn, editor of the B.E.W.'s monthly department, Motion Pictures for Business Education.

Contains lists of motion pictures, slides, and filmstrips, of particular value to business educators. Films are classified under such headings as Bookkeeping, Salesmanship, Typewriting, etc. Information about each film includes title, whether 16mm. or 35mm., silent or sound, number of reels, summary of contents, whether lent free, rented, or for sale, and distributors. Free to B.E.W. subscribers. Will be ready in October. Ask for B.E.W. Service Booklet No. 10.

# Are There Any Questions?

*This educational service is brought to you by arrangement with Teachers College, Columbia University. Questions on education may be submitted through the B.E.W.*

## **Question: What percentage of women teachers are married?**

**Reply:** About 14.8 per cent of all women teachers in the public schools are married, according to estimates based on figures compiled in connection with the National Survey of the Education of Teachers. For women teachers in elementary schools the percentage is 17 per cent; and in junior and senior high schools, 8.1 per cent.

The proportion of married women to all teachers, men and women, in one and two-room elementary rural schools is 18.6 per cent, with 16.5 per cent for all other elementary schools, and 10 per cent and 7.2 per cent for junior and senior high schools respectively. The smaller proportion of married women in high schools is due to the relatively greater number of men teaching in these schools.

The data for these figures were collected in 1931, but it is believed that there has been relatively little change in the percentages since.

## **Question: Should married women be allowed to teach? What are the arguments for and against married women as teachers?**

**Reply:** The most frequent arguments against the employment of married women as teachers are: (1) Married teachers cannot give the necessary attention to their homes and families; (2) they are less efficient and less satisfactory as teachers than are single women; (3) in the employment of teachers, persons who are dependent upon themselves for support should be preferred over those who have other means of support.

Those in favor of employing married teachers hold, on the other hand, that (1) there is no evidence that married women teachers are unable to devote sufficient time to their homes and families, or make less efficient teachers; (2) that the school is not an agency merely to provide employment to needy persons who happen to hold teaching certificates; (3) that the experience of marriage and motherhood develops characteristics and qualifications most desirable in working with children.

The National Education Association, in a study of this problem made in 1938, states these conclusions:

"The fundamental issue is not one of defending the right of married women to work, or of showing that eugenic, economic, and sociological factors justify no preference for the employment of single women.

"The only important criterion of eligibility for employment as a teacher is one of competency.

The only real question is: Do married women render capable and efficient service as teachers?

"Studies of the relative efficiency of single and married women show that the latter often rank slightly higher. Many take the position that marriage tends actually to increase efficiency.

"Discrimination against the employment of married women undoubtedly acts as a deterrent to preparation beyond the minimum standard. If a young woman expects to marry in a few years, there is scant incentive for her to study for a profession that soon must be abandoned. The relatively short period of teaching service is one of the greatest handicaps towards building up a competent staff."

## **Question: What was the school population in 1938?**

**Reply:** According to Government estimates, the enrollment in September, 1938, was approximately 22,400,000 for kindergarten and elementary schools; 6,750,000 for high schools; 1,350,000 for colleges. These figures include private as well as public schools.

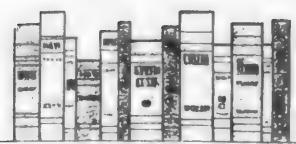
## **Question: What are the figures on the growth of adult education since 1929? Do many of the unemployed take advantage of the facilities for adult education?**

**Reply:** Enrollment in adult-education activities has greatly increased since the depression began in 1929. Many things contributed to this, such as enforced idleness, the difficulty of obtaining jobs without training, the realization by many people of their need for additional education.

Moreover, with the great number of unemployed teachers there was the problem of giving them suitable occupation. Adult education became a major concern of the Federal Government and unemployed teachers, at times as many as 50,000, have been engaged in serving the educational and cultural needs of the adult population.

According to a necessarily rough estimate by the American Association for Adult Education there were in the years before 1929 about 15,000,000 people formally enrolled with the various public and private organizations for adult education. In 1934 there were 22,311,000, in 1938 some 27,083,000. Of these 2,500,000 are unemployed.

A systematic account of adult education, including its history, its present status, and some predictions as to its future development, is given by Laman Bryson in his book, *Adult Education* (American Book Co., 1938).



# Your Professional Reading

MARION M. LAMB

Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.



[EDITOR'S NOTE—The Business Education World has been exceptionally fortunate in having for the past six years Dr. Jessie Graham, of Los Angeles, as its book review editor. Dr. Graham's administrative responsibilities as the assistant supervisor of business education for the Los Angeles city schools are becoming increasingly heavy; and she is also engaged in teaching methods courses and in writing a textbook. She has therefore asked to be relieved of her B.E.W. Department. Her resignation has been accepted with sincerest regret.

In selecting her successor, we have jumped from the Pacific Coast to the Atlantic Coast and present to you Miss Marion M. Lamb, of New York City.

Miss Lamb holds a teaching fellowship in New York University. She is a graduate of Carnegie Institute of Technology and received her master's degree from New York University. She is an experienced teacher, school librarian, and private secretary, and author of published verse, articles, and fiction. She is doing graduate work, toward a doctorate in the supervision and administration of business subjects. She is a member of Delta Pi Epsilon and Pi Lambda Theta.

Miss Lamb is especially interested in the problem of helping beginning teachers make satisfactory adjustment to their tasks. She is the author of a monograph, "Your First Year of Teaching," recently published by the South-Western Publishing Company.

For this month's reviews Miss Lamb has chosen books of a general nature to provide a solid, but not dull, background of information for your future reading. You may or may not be the life of the party after reading these books, but we guarantee that if you read them carefully, you will not suffer the pangs of the ill-informed when you are expected to make intelligent comment on educational-economic-social questions.—C. B.]

## See Yourself As Others See You

By David Seabury, McGraw-Hill Book Company, 330 West 42d Street, New York, 1939, 354 pages, \$2.50.

If you have ever longed to become better acquainted with yourself in the modern, scientific manner without outrage to your budget or sense of personal privacy, here is your book.

It is filled with easy tests to measure your manners and attitudes in human relations, your state of mind, the trend of your life, your nerves, health, and emotions.

After you have answered the tests in the first seven chapters and have learned the not-always-pleasant truth about your virtues and shortcomings, you are led to a series of more reassuring questionnaires which, properly answered, are supposed to reveal the why's and wherefore's of your inner life.

You are taken back to birth and infancy, through the unfolding psyche, the adolescent transition, to parent fixations, complexes, and neuroses. As always, Mother and Dad get most of the blame, and you close the book with optimistic conviction that an ounce of caution here and a bit of straight thinking there will bring your never-before-realized possibilities to the fore.

Perhaps the chief value of this book lies in its task of self-evaluation; its author could well have challenged anyone to read it without making at least one good resolution. It has definite vocational value for those of us who work with human beings, who need every help to compassionate understanding of human conduct, and who, above all, need to remember that the principle of cause and effect works as truly in human relations as it does in the more tangible relationships of life.

There is an appended forty-page glossary of psychiatric terms which will enable you to translate descriptions of human weaknesses into impressive language. The short bibliography which concludes the book will be helpful to teachers who are really interested in studying human nature.

## Our Town's Business

By Omar and Ryllis Goslin, Funk and Wagnalls Company, New York, 1939, 355 pages, \$3.50.

This is an excellent reference book for teachers who have only an elementary grasp of economics (or none at all), yet wish to know what makes the wheels go round—or stop—in business.

In the foreword the authors explain that they "try to interpret the intricate business of our economic life in terms of those things which we do day by day"; and, with the aid of their publishers, they have succeeded in reducing complex problems to their simplest components.

The book is free of scholarly footnotes, theorizing, and bias. Its flawlessly clear writing is highlighted by forty-nine charts which summarize facts and figures. The organization of these facts into short, labeled units within chapters saves your mind from fatigue as you read; the generously large type-face and widely spaced lines save your eyes; and the pervasive tolerance of the chapters on controversial issues saves your temper from the strain which usually accompanies such reading.

The first four chapters may seem so elementary that you will be tempted to set the book aside, but I think that the average teacher will find the analysis of economic problems in the later chapters clarifying. *Ownership Jitters, Traders All, Balancing Our Trade, Can We Afford to Buy American?, You and the Joneses, Why Organize, Public Opinion About Unions, The Hand of Government*—these are a few of the challenging chapter heads.

### *Society in Transition*

By Harry Elmer Barnes, Prentice-Hall, Inc., New York, 1939, 999 pages, \$5.

Let us warn you at the outset that this is a comprehensive tome that will take some time to read. It gives an overview of life in this "Empire of Machines" in the year 1939, emphasizing in almost every page the tragic inadequacies of a social system that has not kept pace with mechanical invention.

Summarizing his thesis in the final chapter of the book, *A Prospectus of the American Scene Today*, the author declares:

"In facing, as we do, either Utopia or barbarism, our age stands without precedent in the history of mankind. We have created a machine age uniquely prepared to serve us or to wreck us. Upon the type of social control imposed on our empire of machines will depend the outcome.

"We are, thus, living in a great transitional age. This transition is bound to be carried through with relative rapidity. Either we shall move into a state of culture far ahead of anything hitherto realized by man, or we shall revert to conditions unmatched for mass misery since the early Middle Ages or the era of the Thirty Years' War at the close of the medieval period. . . .

"Our unique mechanical civilization has created, perhaps unwittingly, grave responsibilities. Unless we shoulder them we may soon enter another dark age—perhaps darker than that which followed the Roman Empire."

Do not infer from this quotation from the book's concluding chapter that the author has dealt in generalities. He discusses concretely every phase of our confused civilization, from religion to relief, classifying the twenty-one chapters of the book under five main headings: *The Historical Background of Our Transitional Age, The Physical and Economic Basis of Our Social*

*Problems, Leading Socio-Biological Problems in Modern Society, The Institutional Impact of Urban Industrial Society, and Social Wreckage.*

This is solid reading. You will not always agree with the author, and at times you will resent his dogmatism; but when you have finished the book, you will, I think, be grateful to him for having condensed into one volume so comprehensive a picture of contemporary life.

### *Character Education in a Democracy*

By S. R. Slavson, Association Press, New York, 1939, \$2.50.

Mr. Slavson explains the need and plan for integrative education that is community-centered, rather than child-centered. Distinguishing between progressive education and the traditionally formal type of education, he defines by contrast character education and schooling; development and learning of subject-matter; mass mindedness and social mindedness; induced motivation and mechanical motivation; learning situations and teaching devices; exploitive, apprentice, and dynamic educational procedures.

He describes the progressive educator thus:

"The progressive educator recognizes the basic nature and needs of the child, and strives to satisfy them through the school. He is ever inspired by a deep-rooted respect for his pupils' personalities."

The development of a child must be directed toward attainment of a human personality that will be capable of participating in a progressive and evolving society, rather than toward self-improvement for selfish and competitive interests.

Mr. Slavson has had broad training and practical experience as scientist, teacher, research worker, and psycho-therapist. A recognized authority on the re-education of delinquent children, he has devoted the past five years to evolving group techniques for the orientation and education of problem children.

In this book he analyzes the fundamental needs of children and the possible ways of meeting those needs in the school. Some of this analysis will be familiar to those acquainted with the principles of child psychology and mental hygiene; but some precepts will be new, I think as, for example, Mr. Slavson's conviction that hatred drives are inherent in man's "good" personality and must be directed into constructive channels.

For one reader, at least, *Character Education in a Democracy* would have been improved had it included some of the case histories that Mr. Slavson must have accumulated.

### *Pick Your Job—And Land It!*

By S. W. Edlund and M. G. Edlund, Prentice-Hall, Inc., New York, 1939, 300 pages, \$3.

The material in this book was developed and tested in the Man Marketing Clinic, an out-growth of the authors' hobby of helping men and women apply merchandising principles in order to get the jobs they want.

The book is full of case histories and actual application-sales letters, which have been taken apart to show what made them work. Many original letters that were not effective are contrasted with the rewritten and replanned versions that really did help the writers to get jobs.

These are not simply application letters; entire job-getting *campaigns* are presented, as completely planned as sales campaigns. Both beginners and experienced workers can use this book.

—D. M. J.

B.E.W. readers will be interested in the list of selected references on secondary school instruction that are published each year in the *School Review*.

Of special interest is that section of the list in the March, 1939, issue which is devoted to business education. Of the twelve articles that constitute this selected list, five were published in the B.E.W.

We are printing in full this section of the list, which was compiled by Frederick J. Weersing, of the University of Southern California.

263. Brown, Quincy, and Miles, Lillian E. "Two Tested Work-and-Learn Plans for Business Students," *Business Education World*, XVIII (June, 1938), 839-40. A description of the San Bernardino, California, plan of co-operative training in business for high school seniors, with suggested prerequisites for the successful operation of such a plan.

264. "Closing Arguments Regarding the Scope of Business Education in Secondary Schools, Junior and Senior Colleges," *National Business Education Quarterly*, VI (March, 1938), 5-35. Concludes the discussion begun in the December issue (see Item 273 in this list). A symposium of the following articles: "How Much Business Education Should Be Undertaken in Secondary Schools?" by Jessie Graham; "Business Education on the Junior College Level," by C. D. Coca-nower; "Purpose and Content of Collegiate Education for Business," by Charles C. Fichtner; "Secretarial Training on the Four-Year College Level," by Clyde W. Humphrey; "The Requirement for Certification of Teachers of Business Education," by Vernal H. Carmichael; and "Distributive Education," by B. Frank Kyker.

265. *Factors of Learning and Teaching Techniques in Business Education Subjects*. Fourth Yearbook of the National Commercial Teachers

Federation. Detroit, Michigan: National Commercial Teachers Federation (Office of Editor, Northern High School), 1938. Pp. x+320. Parts I and II include chapters by authorities on factors of learning in business education and standards of achievement and goals, as formulated from the viewpoint of the teacher, the businessman, the school administrator, and the psychologist. Part III is written by classroom teachers and specialists and deals with improved teaching techniques in business education. Part IV gives a résumé of the part-time co-operative plan, together with successful plans for using it in selling and in office jobs.

266. Given, John N. "The Duties, Responsibilities, and Activities of City Directors and Supervisors of Business Education in Some American Cities," *Business Education World*, XIX (September, 1938), 34-36. A tabulation of questionnaire responses from twenty-seven city directors and supervisors of commercial education in the United States.

267. Hair, Louise, and Wallace, Ida. "A Curriculum Study of Commercial Education," *Journal of Business Education*, XIII (May, 1938), 9-10. A condensed report of curriculum practices in business education in thirty-seven cities of the United States, with an interpretation of needs.

268. Harap, Henry. "Consumer Education in the Business Curriculum," *Business Education World*, XVIII (April, 1938), 613-620. A highly informative summary of the consumer-education movement and of the organizations and publications which are promoting it. Gives selected references.

269. King, Allen Y. "Duplication between Commercial Subjects and the Social Studies," *Social Education*, II (May, 1938), 323-24. A plea for more co-operation and more unified planning between the two departments.

270. *Measuring for Vocational Ability in the Field of Business Education*. Tenth Yearbook of the Eastern Commercial Teachers' Association. Philadelphia: Eastern Commercial Teachers' Association (1200 Walnut Street), 1937. Pp. xx-442. Part I presents the report of a joint committee on office tests and includes copies of the tests, the results of the testing program, and the recommendations of the committee. Part II includes papers presented at the annual conference on the theme of the convention program. Part III includes miscellaneous papers and a series of questions and answers relating to various problems in vocational and social-business education.

271. Price, Ray G. "Integration in Business Education," *Business Education World*, XVIII (May and June, 1938), 739-40, 831-33. Two articles which raise questions of fundamental importance to business education. The author submits possible plans for securing proper integration and

lists desirable and undesirable features of each.

272. Tonne, Herbert A. "A Selected Bibliography on Social-Business Education," *Journal of Business Education*, XIII (January, 1938), 25. References on general aspects and varying points of view, chosen to reveal recent trends.

273. "What Constitutes an Adequate Educa-

tion for Business?" *National Business Education Quarterly*, VI (December, 1937), 5-41. A symposium on "business education on the secondary-school, junior-college, and four-year college levels," designed to assist in the redefinition of the aims and the scope of instruction in this field.

## Widening Horizons

Are we "walking only on the low, unadventurous plains" or are we headed toward widening horizons?—H.G.N.

**A**N EXPERIMENTAL EVALUATION OF THE SENIOR SURVEY COURSE, Joseph C. Heston. *Educational Research Bulletin*, February 1, 1939. College of Education, The Ohio State University.

Education, modern in technique and liberal in scope, must honestly face the insistent demand from many quarters to revive some measure of mastery of the "three R's" of a former day. From college campus and commercial mart comes the plaintive query, "When will high school seniors learn to read, write, spell, add, subtract, budget time, and practice application?"

The Ohio State Department of Education has evolved a remedial program for use with high school seniors in the form of the Senior Survey Course.

**A**DULT EDUCATION IN THE PUBLIC SCHOOLS, Dr. E. W. Balduf, Director of Adult Education, Des Moines, Iowa. *School and Society*, February 25, 1939.

Just as secondary education was once the step-child of the public education system, so today adult education plays that unenviable role.

Only ten of our seventy-odd millions of adults are exposed to secondary education of any kind whatever, and only two million attend colleges and universities. At least forty million are not being exposed to any sort of continuing education beyond the elementary level, save that which comes haphazardly through the trial-and-error procedures of daily experience.

This is a task in which the public-school system must share and share extensively if we are to do more than scratch the surface of the problem. From the standpoint of social progress and intelligent civic action, it is important that all classes, not only the underprivileged, be encouraged to drink from the fountains of knowledge.

**D**IVIDENDS TO THE DILATORY, Jairus J. Deisenroth, principal, Bennett Junior High School, Piqua, Ohio. *The Clearing House*, February, 1939.

The author believes in having a faculty of diplomats. Speed and promptness are excellent for most situations in the daily routine, but on

occasions when blood is boiling or chips are on shoulders, there is a lot to be said in favor of procrastination.

"Definite advances in teacher relationships can be made if this theory of deferring decisions is applied in tense situations. How do you handle the suspicious soul who feels that her work is not appreciated and that others are getting the breaks? Do we permit the sports program of our schools to hinge upon snap judgments of coaches and other persons in charge? How do we react to schedule difficulties, eligibility problems, and financial problems?

"In the field of personal relationships we will have to stand on the side of delay. We always use corporal punishment tomorrow, never today. We never insult a teacher or irate parent today when it can be done just as well tomorrow. We just turn off the heat and let things move along more or less at their own pace. Delay, we have found, is not dangerous.

"As far as human values are concerned, we can safely assume that one day or one week is as nothing. We are forced to admit that the record of human progress is chiseled in pretty tough stone, and a little delay certainly has not hurt too much."

**S**UPERVISED CORRESPONDENCE STUDY IN AMERICA, R. C. Haight, Helena, Montana. *The Bulletin of the Department of Secondary-School Principals*, February, 1939.

Supervised correspondence study has now come to be officially recognized in several states as a practical means of providing and improving opportunities for secondary education in rural communities. If the growth of the use of this plan and the interest in it may be taken as proof of its possibilities, the conclusion may be drawn that great things may be expected from it.

Recent figures indicate that more than 90 per cent of our school systems of the United States are in communities with populations of less than 2,500. It is evidently necessary, therefore, that administrative, supervisory, and instructional techniques be developed that are suited particularly to the smaller schools of the nation.



# Shorthand Practice Material

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

## PATENT No. 223,898

A few simple facts reprinted, by permission, from a series of advertisements published last year by the Bank of New York\*

SOME fifty-six years ago there began in this country an industry which is without parallel in its<sup>20</sup> amazing contribution to the standard of living. It sprang from laboratory experiments to practical<sup>10</sup> reality when the basic patent for the incandescent lamp was granted to Thomas A. Edison.<sup>20</sup>

The high quality and low cost of electric service are accepted facts of daily life. The price of<sup>30</sup> electricity—25c per kilowatt hour in 1882—has been reduced in every<sup>100</sup> single year except 1918 and 1925, and stands today at<sup>120</sup> 4.39c (average) for residential use, 1 1/4c for quantity commercial<sup>140</sup> use, and 7/8c for transportation. Even since 1913, despite a 43%<sup>100</sup> advance in the cost of living, the price of electricity has declined 47%.<sup>180</sup>

Inventive genius and engineering skill are characteristic of the electric industries. The amount of<sup>20</sup> coal required to produce a kilowatt hour has been reduced from 8 pounds to 1 1/8 pounds. Filament lamps<sup>220</sup> now give twenty times more illumination per watt than in the early days.

Total annual taxes paid by<sup>240</sup> the industry now exceed \$300,000,000 and have increased over 50% since<sup>260</sup> 1929. These taxes are equivalent to 75% of the industry's payroll,<sup>280</sup> 2 1/2 times the cost of fuel; \$11 for every customer; 67% of the<sup>300</sup> net income available for dividends; the interest on all funded debt.

Further development of the<sup>320</sup> electric power and light industry, with resultant benefits to national well being, depends largely<sup>340</sup> upon its ability to attract sufficient capital to undertake needed expansion of plant and<sup>360</sup> distribution facilities. (366)

\* Another from this series appeared in our November, 1938, issue.

## ME, SANDY!

BY HIMSELF

With an Introduction by LESLIE T. WHITE

Reprinted, by permission, from  
"Better Homes and Gardens"

INTRODUCTION: The library was almost dark, lighted only by the dying embers in the fireplace. Even<sup>20</sup> my pipe had cooled. As our eyes met, Sandy gave his tail a gentle wag, like the squeeze of a hand. I felt strangely mellow.<sup>10</sup>

"Could you but speak, old fellow," I mused, "I wonder if you would have praise or censure for our treatment of your kind."<sup>20</sup>

His tail wagged again, slowly, tolerantly. Then to my amazement, he lifted his head and smiled.<sup>10</sup> "I'm glad you<sup>30</sup> mentioned it—I've wanted to discuss it with you," my dog said quietly, and I noticed the faint, burrish accent in<sup>160</sup> his Scottish voice. "You do very well, considering how little you really understand us dogs. But for nearly<sup>120</sup> six years I've lain at your feet while you've written story after story about us, yet never once have you consulted<sup>180</sup> me."

"But—but you have never spoken before! I didn't know—!"

"Of course you didn't," he said without malice. "I<sup>100</sup> mentioned it to Kirk and Lassie only yesterday. They urged me to borrow your machine and do a story from<sup>160</sup> our point of view."

"Can—can you type, too?" I managed to whisper.

"More human conceit!" Sandy chuckled. "Well, if you will<sup>200</sup> just put that big unabridged dictionary on the chair to raise me a little, I believe I can manage it."<sup>220</sup>

And, so help me, he did; and I give you this—my dog's own story!

Let it be known that I am not sponsoring an<sup>240</sup> "equal rights for dogs" movement; we dogs are more than willing to stick to that partnership agreement our ancestors<sup>260</sup> made with man when the world was young, the fairest treaty ever sealed between man and beast. Nor do I address the humans<sup>280</sup> who dislike us; they are the losers, may their tribe decrease. To you on behalf of millions of fellow canines,<sup>300</sup> I'd like to present our viewpoint.

Honestly, there is nothing unusually complex about our *psychology*.<sup>220</sup> You humans seem to be all tangled up in *conflicting* urges, but we dogs have our emotions geared on a<sup>230</sup> *single* track and we can usually be depended on to react the same to a given situation.<sup>230</sup> We single out one personal deity, and in him, or her, we place our lives and our love. Once the die is cast,<sup>240</sup> that gift of ourselves can seldom be returned. True, there are times when by human standards we may have made a bad bet,<sup>250</sup> but the point is—we ask you to judge us, not by human standards, but by our own!

Now you call us dumb! Why, we can<sup>260</sup> talk with both ends at once! Our main *criticism* is that you insist on expecting us to act like people, instead<sup>270</sup> of what we are, asking the impossible at one time and at another not crediting us with even<sup>280</sup> *ordinary* canine sense.

For instance—you expect us to reason things out and understand the very words you<sup>290</sup> speak. (And what a lot of verbiage and gibberish we listen to!) But our mental process is based on memory,<sup>300</sup> instinct, and *association*. We do pick up a few words by constant *repetition*, but we get far more<sup>310</sup> from the voice, than from the word itself. Even you humans do the same; people with *cultivated* voices can speak<sup>320</sup> the word "yes," for example, and make it mean "no," or "perhaps," and so on. The Chinese have four or five meanings for<sup>330</sup> each word, dependent on the tone of voice. And if you will listen to dogs exchanging remarks, you will see that we<sup>340</sup> convey our real meaning by the tone and manner of delivery.

That brings us to a very important point.<sup>350</sup> When you want us to *understand*, keep your words down to an irreducible minimum and speak the same word in<sup>360</sup> the same tone each time you use it. When you want us to obey the word "come," don't speak in it a maudlin, coaxing tone<sup>370</sup> one day, and then roar it the next. Eager as we are to please, we can't put it over unless you *cooperate*.<sup>380</sup> Ronny, a big German shepherd who lives about nine telephone poles down the road, was complaining just the other<sup>390</sup> day. His *master* insists that Ronny guard the house and grounds; Ronny's a tough one; he was raised that way. Yet when some friend<sup>400</sup> of the master's, whom Ronny has never seen, comes around, the master kicks Ronny if he so much as growls. So, Ronny<sup>410</sup> doesn't know whom to keep out and whom to let in, but being a conscientious dog, he goes right on growling<sup>420</sup> at everyone he doesn't know and prays for a minimum of kicks.

That's a doggone shame! If you want to get<sup>430</sup> the best service from a dog you've got to respect his position. You can't praise him for doing a certain thing one<sup>440</sup> day and then beat him for doing the same thing the next. You can't expect to have a one-man dog if you demand that<sup>450</sup> he take orders from all your friends.

I've a great break in that regard. There are two dogs on Mystery Ranch: Kirk (a mutt<sup>460</sup> who goes around with his nose in second gear just because his father was a champion), who belongs to our mistress<sup>470</sup>—and myself. Because Kirk is a mere youth of three years, I am chief guard of the Ranch when I am home, but my main<sup>480</sup> responsibility is the person of my master. He warns every one that comes around to keep his hands<sup>490</sup> off me,

advising him that I have certain rights. If some person chooses to ignore the warning, I growl; and if<sup>500</sup> that doesn't turn the trick, I bite. The Master backs me up in this, stating, since he has raised me to the rôle of<sup>510</sup> family protector, I'm only doing my job.

One day I was alone in the Master's sedan, parked by the curb,<sup>520</sup> when Mr. Fred came down the street, recognized me, and started to open the car door. Now much as I like Fred, and<sup>530</sup> he's a great guy, I was on duty; that car was my responsibility, so I snarled at Fred and wouldn't let<sup>540</sup> him open the door until the Master showed up.

Now the Master was tickled when he heard what had happened, but Fred<sup>550</sup> was puzzled, especially when the next day I wandered into his office to have my back scratched and show that there<sup>560</sup> were no hard feelings.

We don't always like these arrangements, or the jobs we have to do. Admittedly, we're jealous.<sup>570</sup> Jealousy in a human is a weakness, but in a dog it is *related* to his unwavering *loyalty*,<sup>580</sup> blindly he gives everything, and he prays for *faithfulness* in return. My master is quite considerate<sup>590</sup> of this in most ways; he seldom caresses another *animal* in my presence. But, he has a weakness for<sup>600</sup> cats which I find difficult to reconcile, and I have to tolerate the presence of four large Toms.

We dogs have<sup>610</sup> inherited certain traits from our wild ancestors, but so have you. For example, too many of you let a<sup>620</sup> dog shift for himself even though it means his death. That was all right, perhaps, when the world was a forest, but this has<sup>630</sup> grown to be a man-made world, and the dog is often in an embarrassing position. Back in the horse-and-buggy<sup>640</sup> days, we might, if lost, pick up old Dobbin's trail along the dirt road and find our way home. But in these times of fast<sup>650</sup> cars and plane, once lost it's a pretty tough job to get home. We cannot ask, as you can, the first stranger we meet. So<sup>660</sup> please be considerate and put a little tag with your name and address on the collar. It might help if you offered<sup>670</sup> a slight reward: we'll make it up to you in some way if we cost you a couple of dollars extra.

And, speaking<sup>680</sup> of traffic: our eyesight is none too good and we depend on a sense of smell. But with hundreds of people milling<sup>690</sup> about, cheek by jowl, cars dashing this way and that, horns screaming—well, it's tough for a *poor* dog. We'd be mighty grateful<sup>700</sup> if you would keep us on a leash in these panicky spots.

Traffic suggests *automobiles* and, oh, my, how we<sup>710</sup> love to ride in the front seat of a fast-moving car, our noses out to the wind. It has all the thrill of a good<sup>720</sup> chase with no effort. But please don't expect us to hang on a fender or running board. That may look sporty from your<sup>730</sup> point of view, but it is a terrible ordeal for us. Kirk was telling me about an acquaintance of his, a<sup>740</sup> fine Springer Spaniel, who was strangled when he fell from the running board of his master's car and was dragged by the leash<sup>750</sup> for a couple of miles before the tragedy was discovered.

My master has already written *articles*<sup>760</sup> on the subject of purchasing the right breed of dog for your personal requirements (see "Better Homes & Gardens,"<sup>770</sup> September, 1934); on training and feeding (April, 1935), and<sup>780</sup> on the proper care (November, 1936), but there are still some points to be brought up.

First, don't<sup>140</sup> touch us when we are eating! We are creatures of instinct, and centuries ago, when we made a kill, we had to<sup>180</sup> fight off a constant ring of lesser animals while we ate. Thus we learned to slash at the least *interference* while<sup>150</sup> we bolted our food. We are still guided by that instinct; we still bolt our food and we still slash, so weakness though it<sup>160</sup> is, please keep your hands off, for we may bite the one we love most, before we can reason it out.

And please get us a<sup>190</sup> bed to sleep on. The floor, even a thick rug, is drafty and uncomfortable; we should have a personal bed<sup>180</sup> made so that it is at least five inches off the floor. And no feather pillows. They're breeding places for fleas. A blanket<sup>160</sup> is better, for it can be washed more often and can be sprinkled for fleas. David Harum, I think it was, said<sup>160</sup> that a certain amount of fleas are good for a dog; they keep him from worrying over the fact that he is a<sup>160</sup> dog. Bunk! Why wouldn't a few fleas be good for a man on the same basis?

As I said before, I have a comfortable<sup>160</sup> berth in life; I'm not complaining. My master has made many mistakes—he nearly killed me with patent worm<sup>160</sup> cures when I was a pup, before he learned not to believe every advertisement he read or to listen to<sup>170</sup> those well-meaning, but misinformed advisers who "know it all." But I willingly forgive him those errors, for he<sup>170</sup> respects my status in the family scheme. I obey him implicitly, and when business takes him away from<sup>170</sup> me, I obey the Mistress (seldom otherwise). But usually he takes me with him, and on one trip back East<sup>170</sup> I was escorted through the great plant of "Better Homes & Gardens" by no less a personage than the editor.<sup>170</sup> I've traveled in two countries and over thirty states.

I'm getting along in years now; but I have no cause for worry.<sup>180</sup> I'll never suffer the terrible humiliation of being cast aside for a younger love, or be<sup>180</sup> left to shift for myself when my teeth are blunted and useless, as some of my old friends have been. I know I'm lucky<sup>180</sup> because I'm *understood*. And I return that understanding. Only last week I heard the Master say to the Mistress, on his return from an out-of-town trip:

"You know, dear, the first thing the fellows asked about was . . . Sandy!" (1879)

*Only the starred words are beyond the vocabulary of the first eight chapters of the Manual.*

## Captains of Industry

If I were asked what type of young man I'd choose for a position of responsibility, I'd give this answer.<sup>190</sup> Give me a man, young or old, who can think clearly. He should be capable of having definite opinions on<sup>20</sup> subjects that would pertain to the business as well as things in general in which he is interested.

Let him<sup>20</sup> be willing to assume responsibilities, and admit when he's made a mistake. Making mistakes isn't so<sup>20</sup> bad if one doesn't repeat them.

I want a man with a knowledge of logic, who knows how to follow through and think,<sup>190</sup> in sequence. He should be willing to work hard, and fight to attain his goal, if he sincerely believes he is on<sup>190</sup> the right path.

I repeat, give me a man with these characteristics, who has determination and stick-to-it<sup>20</sup>-iveness, and I'll show you one of the future captains of industry. (152)—From "Partners," issued by the Baker Press, New York City, October 25, 1938

## Easy Letters for Chapter One

By CAROLINE STOBER

Ann: There is to be a great league game here. Can you come? I can meet you at the train the day of the game. Tea and cake<sup>20</sup> will be ready when you get here. Mary. (27)

Mary: You need not meet me at the train. Dan will take me with him. He will get me there any time I desire. May<sup>20</sup> he come to tea with you and me too? Ann. (27)

Dear Sir: Would you like to come to our linen mill? You could take a train and be here by the end of a day. Our Mr.<sup>20</sup> Gray will meet you at the train. Yours truly, (28)

Dear Sir: I would like to come to your linen mill. Could I come there by air? It would be a great treat to go by air.<sup>20</sup> Yours truly, (22)

Dear Sir: You can come here in an hour by air. It will take a little more money, but you will like the trip. What day<sup>20</sup> will you be coming? Yours truly, (26)

Dear Sir: I am coming to your linen mill by today's plane. Have your Mr. Gray meet me at two. It will be great<sup>20</sup> to come by air. Yours truly, (25)

Dear Sir: Would you like to get a dairy here in the country at a minimum rate? Two men here had it, but they<sup>20</sup> are not well. They desire to get rid of it. It is a good, clean dairy that is making money. May I hear what<sup>20</sup> your desire is? Yours truly, (45)

Dear Sir: I am eager to get in the milk and cream market. The dairy that you can get is what I desire. But<sup>20</sup> my money is limited. I will need a little more money than I can get here. Can you get me what I need<sup>20</sup> by the end of this month? When I get your aid with the money, I will be ready to go into this with you. Yours truly, (61)

Dear Sir: I can get you the money needed. With a little aid you can make good in this dairy. There is a ready<sup>20</sup> market here. Come when you can. Yours truly, (28)

## Easy Letters for Chapter Two

By HELEN M. CROSS

Dear Sir:

Mr. James Baker is planning to visit our city about the middle of the month and tell our<sup>20</sup> businessmen about a factory which is coming to our valley very soon. He thinks he can get them to pledge some<sup>20</sup> money to aid him in this work.

Such a factory will be an asset to our valley, for it will give work to<sup>20</sup> our laboring classes and help our businessmen to sell more goods. Much money will be needed to get such a<sup>20</sup> factory to come here, but the cause is a very good one. When his plans for the campaign to raise the money are placed<sup>190</sup> before our people, all should pledge to back Mr. Baker in his good work.

He visited our place of business in<sup>120</sup> May, but at that time had not picked the place he needed. I checked over with him thoroughly some of the cities which<sup>140</sup> people had mentioned to Baker, and our valley seems to have everything the factory needs. He is coming<sup>160</sup> here today, and some action will be taken very soon.

Our businessmen are elated over his plan, and many<sup>180</sup> of them are very much in favor of publishing an appeal for money in our papers. Mr. Baker<sup>200</sup> is against this, as he feels that he must not make any public pleas until he places every phase of the<sup>220</sup> campaign before all of the people in business here.

He will tell them all about his plans at the meeting and be<sup>240</sup> ready to give a thorough analysis of the matter—the money needed, the labor needed—everything<sup>260</sup> will be presented to them. He will evade nothing. He will also present some scheme he has studied which may<sup>280</sup> be of help in increasing all business in the valley.

It is claimed that if our city is to take any action<sup>300</sup> and get this factory for its people, every man in business must come and meet Mr. Baker, hear his<sup>320</sup> plans, and make a pledge to aid him in getting the money raised and the work undertaken before many months go<sup>340</sup> by.

Will you be present and help the good cause?  
Yours very truly, (351)

## Case History No. 1279

For Use With Chapter Three

By LUCILE D. CRAWFORD

Dear Dr. Kramer:

I have read the letter you wrote me regarding the fever case. Although it rarely attacks<sup>20</sup> grown people or babies, several such cases have also been registered in late months.

I am sending with this<sup>40</sup> letter the history of a case which I lately treated. The girl is in good health today and is back at study<sup>60</sup> and play.

Very truly yours, (66)

### CASE HISTORY 1279

1. *General complaint.* The subject treated was a girl aged eight. Her<sup>20</sup> illness started May 6 when playing ball on the beach. She would not eat. Her cheeks were very red and she showed some fever.<sup>40</sup> Her chest and abdomen were a little sore, but there were no aches or pains in her head, arms, or legs. There was<sup>60</sup> a little secretion of phlegm and her breath had an odor. Daily doses of soda were given. There was no<sup>80</sup> other home treating.

2. *Former history.* She was a healthy baby. Her teeth were good and her heart was sturdy.<sup>100</sup> Had had no coughs or other illnesses. Not subject to headaches or earaches, and had never had any major<sup>120</sup> operations.

3. *Family history.* There are four children—all girls. The members of the family are all<sup>140</sup> living and well. One sister had a throat operation at the age of 6. Another sister broke her left leg<sup>160</sup> several months back. It knit completely without leaving a mark or causing her any real harm. No other<sup>180</sup> illnesses in the family.

4. *Present state.* Her state when she was brought in to be treated was thoroughly<sup>200</sup> studied.

Teeth good. Flesh not flabby. Her heart beat was steady and even, but a little fast. Had some fever. Her abdomen<sup>220</sup> was inflated with gas and her liver action was slow. There were some gray spots in her throat. A big lymph node was<sup>240</sup> seen on her left jaw, and there were some smaller ones on her neck and under her arm.

5. *Mode of treating.* She was put<sup>260</sup> to bed and subjected to an analysis as to the cause of the fever. An orange was given to her<sup>280</sup> every three hours. Had nothing more to eat for two days, but received good meals after that. No special nursing was<sup>300</sup> needed. Relief came in eight days. The case was baffling because there was no other history like it in our books. (320)

## STALEMATE \*

By ARTHUR TRAIN

From "Page Mr. Tutt"

### PART I

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Upon the dissolution of a firm by the death of a member the right of the survivor to the exclusive possession of the firm assets even as against the representatives of the deceased partner is well established.

—30 CYC. 622-3.

THE MOST CONSPICUOUS object in the offices of Williams and Farnwell was an old-fashioned iron safe, standing<sup>20</sup> approximately seven feet high in its socks. Built in the days before fire-proof vaults and time-locks, it would have fallen<sup>40</sup> an easy victim to the clumsiest tyro of a safe-breaker. Moreover, though it had been triumphantly<sup>60</sup> declared by its maker to be both burglar and fire-proof, and though it was lined with some sixteen inches of<sup>80</sup> supposedly uninflammable material, it is doubtful whether it could have protected its contents in<sup>100</sup> any conflagration worthy of the name.

Nevertheless, it had justly been an object of pride, not only<sup>120</sup> to its creator but to old Ebenezer Williams, who had given the order for it forty-odd years before,<sup>140</sup> when, as a young man, he had scored his first success in the investment field; and it had been given three coats of<sup>160</sup> the best quality black paint, upon which a local artist, specially retained for the purpose, had depicted<sup>180</sup> in flamboyant colors a mythical scene presumably representing Mr. Williams' activities in<sup>200</sup> the world of trade. In addition to this suggestive and exciting scene, the old safe had originally borne<sup>220</sup> upon its face the inscription:

EBENEZER WILLIAMS  
Investments

below which projected the customary<sup>240</sup> brass knob by means of which the combination could be worked. In smaller letters, at the bottom of the door, appeared<sup>260</sup> modestly the words: "Holbird Safe and Lock Co., Joshua Holbird fecit, Springfield, 1879."

Whether or not owing to the advertising properties of the picture, the business of Ebenezer Williams prospered to such an extent that at the

\* With the author's acknowledgement to Dean Wigmon

age of sixty he found it necessary to relieve<sup>720</sup> himself from its strain by taking into partnership a young man by the name of Asa Farnwell; and as the shipping<sup>730</sup> business, which represented the major part of his investment, had attained such large proportions that now instead<sup>740</sup> of the one clipper-ship represented upon the safe there was a whole fleet of them, Mr. Williams, following<sup>750</sup> the fashion of the times, organized a corporation, of which he made himself the president and his partner,<sup>760</sup> Farnwell, the treasurer, under the name of the Oriental Shipping and Trading Company. The ancient<sup>770</sup> artist having long since departed this life, his son and successor was called in to alter the original<sup>780</sup> inscription to suit the new conditions, and at the time this story opens the safe now bore upon its door<sup>790</sup> legend:

WILLIAMS AND FARNWELL  
Investment Securities  
ORIENTAL SHIPPING AND TRADING  
COMPANY

through which<sup>800</sup>—faintly and as in a palimpsest—could still be seen the original markings.

As the firm's business had expanded,<sup>810</sup> the offices had been enlarged by the addition of the adjoining suite; and what had been the old outer<sup>820</sup> office, which still contained the safe, was now used as the private room of the senior partner.

Ebenezer Williams<sup>830</sup> had lived the allotted seventy years, feeble in health but still mentally alert, reluctant to surrender<sup>840</sup> active participation in his affairs, surviving all the members of his immediate family save<sup>850</sup> his granddaughter, Helen, who acted as his housekeeper. Her grandfather, in common with some other men of his<sup>860</sup> generation, had regarded all females as disqualified by nature for any sort of business and, although<sup>870</sup> devoted to her, he had systematically refrained from discussing any of his affairs in her<sup>880</sup> presence, with the result that, when the old gentleman suddenly died of heart-failure, she was totally ignorant<sup>890</sup> of his financial situation.

She knew, of course, that the Oriental Shipping and Trading Company<sup>900</sup> was a flourishing concern, but she had no idea of the exact nature of the enterprise, the amount of<sup>910</sup> its capital, or anything connected with it.

Once in a blue moon Helen, if she happened to be down-street,<sup>920</sup> would call at the office to bring her grandfather home to dinner, on which occasions her partner inevitably<sup>930</sup> seized the opportunity to make himself agreeable. There was nothing, to be sure, particularly<sup>940</sup> repellent about Asa Farnwell's blond sleekness, but, whenever in his company, she was conscious of a subtle<sup>950</sup> antagonism and distrust, for which she could give no reason save an obvious insincerity of<sup>960</sup> manner. Certainly she could not complain of his loyalty and devotion to her grandfather, who repeatedly<sup>970</sup> said that he was now the backbone of the business and that he didn't know how he could get along without<sup>980</sup> him.

The health of old Ebenezer Williams began to fail with alarming rapidity. He no longer dared<sup>990</sup> venture to his office, and every day at about the same hour the doctor's buggy could be seen hitched to<sup>1000</sup> the outstretched hand of the small asthmatic negro boy beside the stepping-block.

One afternoon in early May the old<sup>1010</sup> man, whose strength had been waning for several days,

beckoned Helen to his side and, fumbling among some papers upon<sup>1020</sup> the bed, said: "My child, I can't live very long. Before I die I wish to give you what will be yours in any<sup>1040</sup> case. You are my sole heir at law and next of kin. I have left a will giving you all my property. As you<sup>1050</sup> probably know, everything I have is invested in the Oriental Shipping and Trading Company, in<sup>1060</sup> which I hold four thousand shares of stock. I have had a deed of this prepared by my lawyer and am going to turn<sup>1070</sup> it over to you now. You are perfectly safe in trusting the management of the company to Farnwell."

Three<sup>1080</sup> days later he died.

The death of Ebenezer Williams was almost as much of a blow to Asa Farnwell as<sup>1040</sup> it was to Helen Rathom, but for an entirely different reason. Though we appreciate that according<sup>1060</sup> to the best canons of literary production our characters should speak for themselves, the limitations of<sup>1080</sup> time and space compel us to state with inartistic abruptness that our friend Asa is the villain of this legal<sup>1090</sup> tragi-comedy; and that, taking advantage of his partner's enfeebled condition, he had planned to enrich<sup>1100</sup> himself at the expense of the stockholders of the trading company in the following manner:

The million<sup>1110</sup> dollars of capital stock of this corporation, in which he was the active and controlling figure, was<sup>1120</sup> divided into ten thousand shares of one hundred dollars each. Of these ten thousand shares Ebenezer Williams<sup>1130</sup> held four thousand, represented by a single certificate of stock standing in his name and deposited<sup>1140</sup> in the safe in the office along with other securities. Farnwell, though owning in his own right but a few<sup>1150</sup> shares, had—with the approval of his partner and for the purposes of unified management—acquired control<sup>1160</sup> of four thousand shares. Thus Williams and Farnwell together controlled one thousand shares, or four-fifths of the capital<sup>1170</sup> stock. The remaining two thousand shares were variously held by widely scattered individuals.

His senior<sup>1180</sup> partner being at death's door, Farnwell had seized the opportunity to withdraw from the treasury of the<sup>1190</sup> company not only most of its surplus, but a considerable portion of its fluid capital, by making<sup>1200</sup> unsecured loans, in reality to himself, now aggregating nearly four hundred thousand dollars, which<sup>1210</sup> money he had caused to be invested in government securities standing in the name of a dummy and<sup>1220</sup> deposited in his own private vault at the local bank. Having already procured a proxy from the old<sup>1230</sup> man lying sick at his home on Main Street, he had planned to cancel this enormous indebtedness to the corporation<sup>1240</sup> at the coming annual stockholders' meeting, which would normally take place upon June 5, by voting<sup>1250</sup> to accept as full payment some worthless stock in an Oklahoma land venture, which he had purchased for a<sup>1260</sup> nominal sum.

The death of Ebenezer Williams at this particular moment had not only projected a<sup>1270</sup> nut into his machination, but threatened to expose his conduct to the stockholders and to the public. Being<sup>1280</sup> however, a man of coolness and audacity, and having an able, if unscrupulous, attorney<sup>1290</sup> behind him, he determined to put a bold front on the matter in the hope of bluffing it through.

(1517)

*(To be continued next month)*

## September

From "The Death of Our Almanac"

By HENRY WARD BEECHER

THERE ARE THOUGHTS in thy heart of death. Thou art doing a secret work, and heaping up treasures for another year. The<sup>20</sup> unborn infant-buds which thou art tending are more than all the living leaves. Thy robes are luxuriant, but worn with<sup>40</sup> softened pride. More dear, less beautiful than June, thou art the heart's month. Not till the heats of summer are gone, while all its<sup>50</sup> growth remain, do we know the fullness of life. Thy hands are stretched out, and clasp the glowing palm of August, and the fruit<sup>60</sup>-smelling hand of October. Thou dividest them asunder, and art thyself molded of them both. (97)

## Leadership In a Changing Business World

By J. STANLEY BROWN

Personnel Director Chemical Bank and Trust Company, New York City

*Condensed from an address made before Transcription Supervisors' Association of New York*

NOT LONG AGO I heard one of America's outstanding bankers remark that he would not give the snap of his<sup>20</sup> fingers for the difference between any two banks from 12 noon on Saturday until 9 o'clock on the<sup>40</sup> following Monday morning. "The difference in any of these institutions," he said, "consists of the different<sup>50</sup> viewpoints and philosophies—the differing morale—of the employees who enter the doorways of those institutions<sup>60</sup> at 9 o'clock every morning."

Morale is but the lengthened shadow of a comparatively small<sup>70</sup> group of people who stand in advance of the herd, stand dedicated to the proposition that certain things are<sup>80</sup> right and others wrong; that certain things can, must, and shall be accomplished, that others can and must be prevented.

I<sup>100</sup> am told that if we Americans were to utilize only 75% of our present productive<sup>100</sup> capacity, one of the results would be a real labor shortage. But I know we have eleven million<sup>150</sup> unemployed. I am told that we have a serious surplus of wool and cotton; and I know that millions of our<sup>200</sup> people are poorly clothed. I am told that we have so great a surplus of corn and wheat and beef and pork that we are<sup>250</sup> bribing producers to slash production, and I know that there are millions of our people who have never known what<sup>300</sup> it was to be really well fed. We have raw material, we have the demand, we have the productive<sup>350</sup> capacity, we have the capital—so much of it that the banks are groaning under the burden of it—we have<sup>400</sup> all that, but we also have too many people who in another age would have developed into leaders, but<sup>450</sup> who, in this troubled generation, prefer to emulate Ferdinand the Bull—and simply sit and smell the flowers.<sup>500</sup>

One day last Fall, I passed the home of a friend in one of our upper-crust communities.

And there he was, my<sup>50</sup> blue-blooded friend, on his hands and knees planting something in his flower garden.

So I walked across the lawn and said<sup>60</sup> "Hello, Mr. Blue-Blood. How is everything?"

It seemed that things were not so good. As a matter of fact, everything<sup>70</sup> was shot to pieces. Times were hard, taxes were high, Hitler was on the march, and communists were in Washington. A fellow might just as well turn in his chips and jump off the dock.

Well, I know better than to argue with such<sup>80</sup> a state of mind, so I said, "Mr. Blue-Blood, what are you planting there?"

And he gave me the name of some particularly blue-blooded flower. I don't remember what particular kind of flower it was; but I do remember my next question, "When will those flowers bloom, Mr. Blue-Blood?"

And his answer was, "In two years."

"In two years!" I said.<sup>90</sup> "Things are all shot. Gabriel is about to blow his horn, the world is on the verge of total disintegration<sup>100</sup>—and then you are planting seeds which cannot possibly result in fruit until two years from next Spring. Heaven's name,<sup>150</sup> man, which side of the fence are you on?"

And Mr. Blue-Blood looked up at me with quizzical look on his really<sup>200</sup> intelligent face, scratched his head, and his answer was, "You know, Brown, I never thought of that."

"You," said I, "and a<sup>250</sup> lot of other people."

We business people—just like everyone else—simply are not thinking about our problem.<sup>300</sup> But I can tell you about a group of young people who are—and that is a little group of comparative youngsters who meet twice each month at New York Chapter of the A. I. B.\* Just an informal group who meet to consider<sup>350</sup> ways and means of doing something about their own personal advancement. They had not met very long before they discovered a fundamental principle. And that principle is this: a man's value to himself depends<sup>400</sup> entirely upon his scarcity value in his community. The value of a man's services is governed<sup>450</sup> by the laws of Supply and Demand, just the same as the value of potatoes, corn, or wheat. "Scarcity value"<sup>500</sup> is what they call it.

And those young fellows, in thinking through on their problems, decided that the scarce<sup>550</sup> individual on the face of the earth today is the one who, in the midst of discouragement, depression and<sup>600</sup> cynical disavowment of all the precepts which we once held dear—the scarce<sup>650</sup> individual, the man of most<sup>700</sup> value to himself, to an employer, and to a community, is the one with his chin out, a grin on his<sup>750</sup> face, and his flag flying.

And then that group of unusual young men produced another discovery. They<sup>800</sup> decided that the scarce man will keep his eyes open for situations which most people avoid<sup>850</sup>—disagreeable situations, embarrassing situations, difficult, difficult situations—all those<sup>900</sup> assignments which the average man is inclined to duck. And so the leader of that group adopted the custom of<sup>950</sup> deliberately manufacturing such situations right there in the classroom. For instance, he sometimes asked volunteers to stand up on their feet and am-

\* American Institute of Banking

questions which they knew in advance would be foolish or even<sup>990</sup> embarrassing.

And it was quite remarkable how those young fellows absorbed the idea—that most embarrassment<sup>990</sup> is unjustified, that personal criticism does a man very little harm, and that the habit of<sup>990</sup> accepting difficult assignments is just a habit which can be acquired—the same as any other habit.<sup>990</sup> So the time came when, in the week before Christmas, the instructor asked for volunteers to stand up at the end of<sup>990</sup> that long conference table and accept a little abuse for the edification of all concerned. One of<sup>990</sup> the questions was, "Do you believe in Santa Claus?" And the first young man blushed and stammered, "No, of course I don't," and the<sup>1000</sup> second youngster did the same thing, and the third, and the fourth.

But the fifth young man said, "Yes, I do believe in Santa<sup>1040</sup> Claus—not as a living personality, but as an exemplification of certain facts of life. I still<sup>1060</sup> believe that seed will grow even though I do not exactly understand the process by which it does so. I still<sup>1080</sup> believe that if I turn that corner up ahead—even though I know not what is on the other side of it—if<sup>1100</sup> I turn enough corners, I shall eventually find what I seek. Yes, I still believe in Santa Claus."

And two<sup>1120</sup> months later that young man called the instructor at noontime and said, "I am sorry I can't keep our luncheon engagement.<sup>1140</sup> I have just received a promotion and think I ought to stay on the job this noon." And again, two months after<sup>1160</sup> that, the same thing happened because that youngster who believed in Santa Claus had received his second promotion within<sup>1180</sup> a period of four months . . .

Just the other evening I was reading a book called, "The Price Tags of Life" by M.<sup>1200</sup> K. Weishart. And Mr. Weishart, who has interviewed a majority of the great men of this country in the<sup>1220</sup> past generation, answered the question as to what single characteristic he found in all those men. His answer<sup>1240</sup> was that he had never met a top-flight executive who had reached the top under his own steam except he<sup>1260</sup> be the type of man who believes in Santa Claus.

Except as a man believes, he will never be able to set<sup>1280</sup> himself above the ranks of the ordinary; except as a business organization believes in the<sup>1300</sup> possibility of its doing so, it never can justify its existence in a community.

If any<sup>1320</sup> one of us, as an individual, believes that he has no future to look forward to, time will prove the<sup>1340</sup> truth of that viewpoint, and if a business organization believes that it is all washed up, it is; if we<sup>1360</sup> Americans persist in the viewpoint that our national future is behind us, and that nothing lies ahead, then<sup>1380</sup> that will be true.

But that's not good enough for me. I'm going to do my share to see that these United States become<sup>1400</sup> a better, not a worse, place to live in.

Never forget the fact that depressions are made-to-order<sup>1420</sup> opportunities for the fellow who can think through on them. Anyone can be cheerful and active and decent when all's<sup>1440</sup> well with the world—there's no "Scarcity Value" there. The test of a man is how he acts when trouble comes. In periods<sup>1460</sup> of depression—and every generation gets a major depression—in such periods a man's<sup>1480</sup> competition is weeded out so fast that when the sun does shine again, the man who has

been able to retain his<sup>1500</sup> faith in himself, in his associates, in his country, and in his God, finds himself left with so little competition<sup>1520</sup> that the pathway of success and happiness stretches straight and wide before him. (1535)

## Actual Business Letters

### Retail Store Correspondence

Mrs. N. E. Brown  
10 Rugby Road  
Brooklyn, New York

Dear Madam:

We wish to announce a Private Sale for our<sup>20</sup> customers starting August 21 and ending September 9, of our complete stock of Rugs, Broadloom carpet, Broadloom<sup>40</sup> Balances and Remnants.

If you need living room or bedroom rugs, foyer carpet, stair cushions or stair carpet,<sup>60</sup> this is your opportunity to make a purchase and save up to 50 per cent. Since this sale will be a private<sup>80</sup> one for the first week only, we sincerely urge you to come early for a complete selection.

You will be<sup>100</sup> assured of shopping comfort, since our showroom is now air conditioned. For the duration of this sale we will remain<sup>120</sup> open every evening until 10 P.M.

We trust we may have the pleasure of seeing you.

Cordially,<sup>140</sup>

PS. Kindly bring your room measurements. (147)

Mrs. Richard Scott  
729 Lake Street  
Oak Park, Illinois

Dear Mrs. Scott:

If you have ever<sup>20</sup> had the unpleasant experience of opening a closet door and being met by a fluttering moth, you<sup>40</sup> will probably be glad to know something about NO-MOTH.

It is a very unique device. Concentrated cedar<sup>60</sup> oil with its fragrant aroma seeps through a wooden porous cup out of a bottle that is hung on the baseboard<sup>80</sup> of your clothes closet. This fragrant odor of cedar, while pleasant to us, is destructive to moths, and, as it<sup>100</sup> spreads through and permeates the entire closet, you have done much toward eliminating the danger from these destructive<sup>120</sup> pests.

If you are not yet acquainted with NO-MOTH protection, we recommend that you give NO-MOTH a trial<sup>140</sup> now, when the moths are most dangerous. The contents of each NO-MOTH will last you one entire year.

The enclosed addressed<sup>160</sup> postal card will assure your order immediate and careful attention.

Sincerely yours, (173)

## By Wits and Wags

"John, you had better keep your eyes open in New York."

"Why?"

"You will look pretty silly if you go around with them closed." (20)

Teacher: Every day we breathe oxygen. What do we breathe at night, Willie?

Willie: Nitrogen. (17)

Employer: Haven't you sent out those circular letters yet?

Stenographer: No, sir. I could find no circular envelopes! (22)

Customer: This photograph makes me look older than I really am.

Photographer: Well, that will save you the expense<sup>20</sup> of having one taken later on. (27)

"Yes, I'm a cosmopolitan. My father was Irish, my mother Italian. I was born in a Swedish ship<sup>20</sup> off Barcelona, and a man named McTavish is my dentist."

"What's McTavish to do with it?"

"Why, that makes me<sup>20</sup> of Scottish extraction!" (44)

A little girl was asked how she was feeling. "I was very well until the other day, thank you," she said, "and then<sup>20</sup> the doctor came and fascinated me. I haven't been so well since." (32)

A poultry farmer had been losing chickens from his farm. He inserted the following advertisement in the<sup>20</sup> local newspaper:

"Anyone found near my chicken house at night will be found there the next morning."

No more chickens<sup>20</sup> have been missed. (42)

"The doctor is here, John."

John (absent-mindedly): I can't see him. Tell him I'm sick. (14)

## Transcription Speed Project

*For classroom use to furnish a basis for comparison of transcribing ability of students as they progress with their course. Details for effective presentation of this test may be had from The Gregg Writer Credentials Department.*

Dear Miss Smith:

The philatelist treasures a first day cancellation of a new stamp issue, particularly<sup>20</sup> of the commemorative stamps. If you are a fan, you will know all about that—if not, give the envelope in<sup>40</sup> which this letter arrives to some friend, young or old, who is a stamp collector—he will be everlastingly grateful<sup>20</sup> to you.

Some day you may want to capitalize on this interest in commemorative stamps for one of<sup>20</sup> your own mailings. If so, just let us know—we can take care of all the details for you.

Incidentally, please accept<sup>20</sup> with our compliments this little booklet—"Postal Hints." Read it and keep it in your desk as a guide on postal<sup>120</sup> problems—and for information beyond the limits of this brief booklet, consult with us.

Your very truly, (139)

Dear Miss Casey:

Thank you for your card of the twenty-seventh inquiring about the Thomas House. This is one of<sup>20</sup> the best bargains that we have ever had because of the priceless old things that it contains. The shell corner cabinet<sup>40</sup> really belongs in a museum. The exceptional paneling, the old hinges, and the colonial<sup>10</sup> stairway are only a few of the interesting things contained in this property which are so rarely found these<sup>20</sup> days.

The house has a kitchen, dining room, living room, den, and sun porch on the first floor, with four bedrooms on the second<sup>100</sup> floor. There is a bathroom, electricity, an electric pump, a hot air heater, and five fireplaces. Of<sup>20</sup> the thirty-seven acres of land, five are cleared and ideal for a garden.

The taxes on the property<sup>100</sup> are only sixty-three dollars a year. Train and bus service is available from Greenfield.

If there is any<sup>20</sup> further information that I can give you, I hope you will request it by return mail and I will gladly send<sup>20</sup> it to you.

Cordially. (184)

## The Head and the Tail

*Junior O.G.A. Test for September*

THIS is what once befell a snake. The tail said to the head: "How much longer will you lead the way and drag me behind?" Let me lead and you follow after." "Very well," the head replied, "you go first." So the tail led the way and the head<sup>20</sup> followed. Nearing a ditch filled with water, the tail fell in and dragged the head after him. At a second place where thorny bushes grew, the tail and the snake and the head all were torn, scratched, and wounded. But was not the head to blame for<sup>20</sup> agreeing to be led by the tail, thought the snake? (88)—*Talmud*.

## The Treasure House

*O.G.A. Membership Test for September*

OUR mind, it is said, may yield up hidden and forgotten treasures if we explore it. This may be true not only<sup>20</sup> in the realm of ideas but in the more limited sphere of "fact-finding."

Most of us know more than we think we know. There is a saying among the older folks: "I have forgotten more than you will ever know." This is really<sup>20</sup> quite true of all of us. We have forgotten more than we think we know.

It is a good idea for us<sup>20</sup> occasionally to visit our mental attic and look around. We may find it to our advantage to dust off<sup>100</sup> some of the ideas stored in it, and to replace outmoded ones with others more up-to-date. Sweeping the cobwebs<sup>120</sup> out of our minds is a refreshing habit to get into. Rearranging the facts stored in it not only<sup>10</sup> helps us to become acquainted once again with them, but makes way for plenty of other facts and information<sup>100</sup> that we may want to possess. It is quite true that we gather up new ideas more quickly when we have browsed through<sup>180</sup> those already stored up. Such mental visits keeps one broadminded and less likely to fall into a rut. (199)